WITHDRAWN
UNIV. OF ILL.
LIBRARY

THE SOUTHERN ASSOCIATION QUARTERLY

★

IN THIS ISSUE

Program for Forty-third Annual Meeting, March 27 to 31, 1938

In Memoriam

Symposium: Education as an Instrument of Social Progress in the South

Historical Section: Ward-Belmont High School; the Academy of Richmond County; Phillips High School; Quitman High School; Ensley High School; Mississippi State College for Women

Builders of the Southern Association

★

VOL. III FEBRUARY, 1939 NO. 1

U. OF I.
LIBRARY

THE SOUTHERN ASSOCIATION QUARTERLY

Published quarterly by the Southern Association of Colleges and Secondary Schools

BOARD OF PUBLICATION

H. L. DONOVAN, President of the Southern Association
President, Eastern Kentucky State Teachers College

SHELTON PHELPS, Secretary of the Southern Association
President, Winthrop College

ALEXANDER GUERRY, Secretary of Commission on Institutions of Higher Education
Chancellor, University of the South

FRANK C. JENKINS, Secretary of Commission on Secondary Schools
Director, Southern Association Study in Secondary Schools and Colleges

L. FRAZER BANKS, Secretary of Commission on Curriculum and Research
Assistant Superintendent of Schools, Birmingham

EDITOR

HOLLAND HOLTON, *Professor of Education, Duke University*

EDITORIAL COMMITTEE

President Donovan, President Phelps, Professor Holton

THE SOUTHERN ASSOCIATION QUARTERLY is published in February, May, August, and November, for the Southern Association of Colleges and Secondary Schools by the Duke University Press, Durham, N. C. As the official organ of the Association, it contains the proceedings of the annual meeting, together with much additional material directly related to the work of the Association.

The regular subscription price is $4.00 a year; single numbers $1.25; back volumes $5.00 each. All members of the Association, institutional and individual, are entitled to receive THE QUARTERLY gratis in connection with their annual dues. The Association appropriates the amount of $2.50 per member secondary school, $5.00 per member junior college and institution on the "Non-member List," and $7.50 per member college or university from the annual dues for 1937-38 as the subscription price for the ensuing year. A special subscription price of $2.00 a year is permitted to schools, colleges, and public libraries, and to individuals connected with Southern Association membership institutions. Single copies to libraries, and to teachers, students, and administrators in membership institutions are 75 cents each.

Claims for missing numbers should be made within the month following the regular date of publication. The publishers expect to supply missing numbers free only when the loss has been sustained in transit and when stock will permit.

All editorial communications and manuscripts should be sent to the Editor, SOUTHERN ASSOCIATION QUARTERLY, 113 Administration Bldg., Duke Station, Durham, N. C.

All payments should be made to Duke University Press; and all business communications should be addressed to Dr. R. O. Rivera, Executive Secretary, Duke University Press, College Station, Durham, N. C.

Entered as second-class matter at the Postoffice at Durham, North Carolina, April 7, 1937, under the act of March 3, 1879.

Agents in Great Britain: Cambridge University Press, Bentley House, 200 Euston Road, London, N.W.1, England.

Copyright
by
DUKE UNIVERSITY PRESS
1939

THE SOUTHERN ASSOCIATION QUARTERLY

VOLUME III CONTENTS FOR FEBRUARY, 1939 NUMBER 1

EDITORIAL NOTES 3
INDEX FOR THE 1938 QUARTERLY
ON TO MEMPHIS, MARCH 27-31, 1939
THIS ISSUE
PROGRAM OF CONFERENCE OF ACADEMIC DEANS OF THE SOUTHERN STATES

PROGRAM FOR THE FORTY-THIRD ANNUAL MEETING 7

IN MEMORIAM 18

EDUCATION AS AN INSTRUMENT OF SOCIAL PROGRESS IN THE SOUTH: A SYMPOSIUM 26
SOUTHEASTERN PROBLEMS AND PROSPECTS
F. S. Beers, Examiner and Executive Secretary, University System of Georgia
EDUCATION AS AN INSTRUMENT OF SOCIAL PROGRESS, I
H. L. Donovan, President, Eastern Kentucky State Teachers College
EDUCATION AS AN INSTRUMENT OF SOCIAL PROGRESS, II
Guy H. Well, President, Georgia State College for Women
HIGHER EDUCATION AS A MEANS OF SOCIAL PROGRESS IN THE SOUTH
James R. McCain, President, Agnes Scott College
HIGHER EDUCATION AND SOUTHERN PROBLEMS
Edgar W. Knight, Kenan Professor of Education, University of North Carolina
THE IMPORTANCE OF CURRICULAR READJUSTMENT IN THE SCHOOLS OF THE SOUTH
K. J. Hoke, College of William and Mary
THE IMPORTANCE OF CURRICULUM REVISION IN THE SOUTH
Doak S. Campbell, Director, Division of Surveys, George Peabody College for Teachers
CURRICULAR ADJUSTMENT: A CONTRIBUTION TO ECONOMIC AND CIVIC PROGRESS
Henry H. Hill, Superintendent, Lexington Public Schools, Lexington, Kentucky
HIGH SCHOOLS AS INSTRUMENTS OF SOCIAL LIVING
Edward Conradi, President, Florida State College for Women
EDUCATION AND SOCIAL PROGRESS
Charles A. Brown, Associate Superintendent, Birmingham Public Schools, Birmingham, Alabama
EDUCATION AS AN INSTRUMENT OF SOCIAL PROGRESS IN THE SOUTH, I
T. Q. Srygley, Assistant Superintendent, Port Arthur, Texas
EDUCATION AS AN INSTRUMENT OF SOCIAL PROGRESS IN THE SOUTH, II
M. R. Hinson, Professor of Education, Florida State College for Women

HISTORICAL SECTION:

WARD-BELMONT HIGH SCHOOL 73
Susan Souby, Teacher of English, Ward-Belmont School, Nashville, Tennessee

THE ACADEMY OF RICHMOND COUNTY 78
Charles G. Cordle, Head of History Department

GLIMPSES INTO THE STORY OF PHILLIPS HIGH SCHOOL 85
J. Eli Allen, Mathematics Teacher, Phillips High School

THE DEVELOPMENT OF HIGH SCHOOL TRAINING IN QUITMAN, GEORGIA 96
Allen C. Smith, Superintendent, Quitman Public Schools

A SHORT HISTORY OF THE ENSLEY HIGH SCHOOL 100
Ruth Chiles, English Teacher, Ensley High School, Birmingham, Alabama

THE MISSISSIPPI STATE COLLEGE FOR WOMEN 102
Sarah D. Neilson, Campus Historian and Secretary to the President

BUILDERS OF THE SOUTHERN ASSOCIATION 107

THE SOUTHERN ASSOCIATION QUARTERLY

Published quarterly by the Southern Association of Colleges and Secondary Schools

Volume III FEBRUARY, 1939 Number 1

BOARD OF PUBLICATION

H. L. DONOVAN, President of the Southern Association
President, Eastern Kentucky State Teachers College

SHELTON PHELPS, Secretary of the Southern Association
President, Winthrop College

ALEXANDER GUERRY, Secretary of Commission on Institutions of Higher Education
Chancellor, University of the South

FRANK C. JENKINS, Secretary of Commission on Secondary Schools
Director, Southern Association Study in Secondary Schools and Colleges

L. FRAZER BANKS, Secretary of Commission on Curriculum and Research
Assistant Superintendent of Schools, Birmingham

EDITOR

HOLLAND HOLTON, *Professor of Education, Duke University*

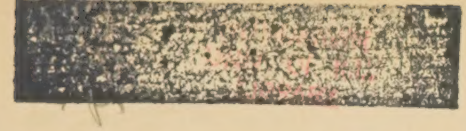
EDITORIAL COMMITTEE

President Donovan, President Phelps, Professor Holton

Reference to the minutes of the Forty-first Annual Meeting of the Southern Association of Colleges and Secondary Schools held in Richmond, Virginia, December 3, 4, 1936, as recorded on page 24 of Volume I, Number 1 shows the following official action authorizing this publication.

> Upon recommendation of the Executive Committee the Association voted to adopt the report of the Committee on Publications appointed at the fortieth annual meeting.
>
> The Committee on Publications of the Southern Association unanimously submits the following recommendations:
>
> 1. That a Southern Association Quarterly be issued.
>
> 2. That a board of five members be held responsible for securing an editor and supervising all matters pertaining to the publication and distribution of the Quarterly. This board is to be composed of the secretaries of the three commissions, the president. and the secretary-treasurer of the Association.
>
> 3, 4. (These sections recommended as to the character of the four issues and made appropriation for publication. See page cited above.)

In accordance with these resolutions the Board of Publication as listed above was set up, the editor elected, and the editorial committee constituted to consist of the President and the Secretary of the Association acting with the editor.



THE SOUTHERN ASSOCIATION QUARTERLY

VOLUME III CONTENTS FOR MAY, 1939 NUMBER 2

THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS: GENERAL AND HISTORICAL INFORMATION 159

Origin and Purpose of the Association; Official Roster, Roll of Members: Colleges and Universities; Junior Colleges, Secondary Schools, State Departments of Education; Publications of the Association; Officers and Places of Meeting of the Association Since 1927; Delegates Attending the Annual Meeting.

MINUTES OF THE FORTY-THIRD ANNUAL MEETING OF THE ASSOCIATION, MEMPHIS, TENNESSEE, MARCH 30-31, 1939 219

Official Programs for Thursday and Friday; Radio Program; Business Session, Friday, March 31: Appointments of Committees, Report of Secretary-Treasurer, Report from Commission on Institutions of Higher Education, Report of Commission on Secondary Schools, Report from Commission on Curricular Problems and Research, Approved List of Colleges for Secondary Schools for Negro Youths, Committee on Resolutions, Auditing Committee, Committee on National Youth Administration, Nominating Committee.

THE COMMISSION ON SECONDARY SCHOOLS 249

Historical Note, Officers, 1939-40, Members, Committees

REPORT OF THE COMMISSION ON SECONDARY SCHOOLS 255

Meeting of Tuesday Morning, March 28: Reading of the Minutes, Routine Committees, Addresses; Meeting of Tuesday Afternoon, March 28: Report on the Southern Association Quarterly, Reports of Central Reviewing Committees, Report of Special Committee on Coöperative Study of Secondary School Standards; Meeting of Wednesday Morning, March 29; Joint Meeting with Commission on Curricular Problems and Research: Report of Committee on Library, Report of Special Committee to Study Substitute for College Freshman Grades, Addresses; Meeting of Wednesday Afternoon, March 29: Report of Committee on Printed Forms, Presentation of Fraternal Delegates, Special Committee of the Southern Association on Coöperation with the Southern University Conference, Report of Standing Committee on Standards, Report of Budget Committee, Report of Committee on Appeals, Report of Audit Committee, Report of Resolutions Committee, Report of Nominating Committee; Statistical Data on Schools

THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION 289

Historical Note, Officers, 1939-40, Members.

REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION .. 292

Meeting of Monday Morning, March 27; Meeting of Tuesday Morning, March 28: Report on Admissions Experiment at Birmingham-Southern College, Report to the Southern Association on the Louisville Experiment, Criteria for the Education and Certification of Secondary Teachers, Report on Peabody Experimental Junior College; Meeting of Wednesday Morning, March 29: Report of the Executive Council, Report of Nominating Committee; Meeting of Thursday, March 30: Report of Nominating Committee; Junior College Standards; Meeting of Executive Council for the Commission on Institutions of Higher Education, Thursday Afternoon, March 30: Appointment of Committees.

THE COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH 313

Officers, 1939-40, Members.

REPORT OF THE COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH 315

Meeting of Executive Committee, Monday Afternoon, March 27; Meeting of Executive Committee, Monday Evening, March 27; Meeting of Commission, Tuesday Morning, March 28; Meetings of Wednesday, March 29: Joint Meeting with Commission on Secondary Schools, Joint Meeting with Commission on Institutions of Higher Education.

CONSTITUTION AND STANDARDS OF THE SOUTHERN ASSOCIATION 319

THE SOUTHERN ASSOCIATION QUARTERLY

Published quarterly by the Southern Association of Colleges and Secondary Schools

Volume III MAY, 1939 Number 2

This number is devoted to the annual meeting of the Association, held in Memphis, Tenn., March 30-31, 1939

BOARD OF PUBLICATION

P. A. ROY, S.J., President of the Southern Association
Dean, Loyola University, New Orleans, Louisiana

SHELTON PHELPS, Secretary of the Southern Association
President, Winthrop College

ALEXANDER GUERRY, Secretary of Commission on Institutions of Higher Education
Vice Chancellor, University of the South

FRANK C. JENKINS, Secretary of Commission on Secondary Schools
Director, Southern Association Study in Secondary Schools and Colleges

L. FRAZER BANKS, Secretary of Commission on Curricular Problems and Research
Assistant Superintendent of Schools, Birmingham, Alabama

EDITOR

HOLLAND HOLTON, *Professor of Education, Duke University*

EDITORIAL COMMITTEE

Dean Roy, President Phelps, Professor Holton

Reference to the minutes of the Forty-first Annual Meeting of the Southern Association of Colleges and Secondary Schools held in Richmond, Virginia, December 3, 4, 1936, as recorded on page 24 of Volume I, Number 1 shows the following official action authorizing this publication.

> Upon recommendation of the Executive Committee the Association voted to adopt the report of the Committee on Publications appointed at the fortieth annual meeting.
>
> The Committee on Publications of the Southern Association unanimously submits the following recommendations:
>
> 1. That a Southern Association Quarterly be issued.
>
> 2. That a board of five members be held responsible for securing an editor and supervising all matters pertaining to the publication and distribution of the Quarterly. This board is to be composed of the secretaries of the three commissions, the president. and the secretary-treasurer of the Association.
>
> 3, 4. (These sections recommended as to the character of the four issues and made appropriation for publication. See page cited above.)

In accordance with these resolutions the Board of Publication as listed above was set up, the editor elected, and the editorial committee constituted to consist of the President and the Secretary of the Association acting with the editor.

THE SOUTHERN ASSOCIATION QUARTERLY

VOLUME III CONTENTS FOR AUGUST, 1939 NUMBER 3

EDITORIAL NOTES 347

DISCOVERING THE SOUTH 353
Jonathan Daniels, Editor, News and Observer, Raleigh, North Carolina

THE SECOND RECONSTRUCTION 365
Mark Ethridge, General Manager, Courier-Journal and Louisville Times, Louisville, Kentucky

THE HUMANITIES: PAST AND PRESENT 376
Edwin Mims, Chairman, Division of Humanities, Vanderbilt University

MAKING TEACHING A PROFESSION IN THE SOUTH 384
H. L. Donovan, President, Eastern Kentucky State Teachers College

REPORT SUBMITTED TO THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, *William E. McVey, Fraternal Delegate, North Central Association of Colleges and Secondary Schools* 392

THE SOUTHERN ASSOCIATION IS IN SESSION 396
A. B. Butts, Chancellor, University of Mississippi

A STATE SUPERINTENDENT LOOKS AT SOUTHERN EDUCATION 400
Sidney B. Hall, Superintendent of Public Instruction, Virginia

THE PRESENT STATUS OF THE SOUTHERN SECONDARY SCHOOL 404
Joseph Roemer, Dean, Junior College, George Peabody College for Teachers

THE PROGRAM OF SOUTHERN HIGH SCHOOLS 407
M. R. Hinson, Professor of Education, Florida State College for Women

THE DEVELOPMENT OF THE JUNIOR COLLEGE IN THE SOUTH 411
J. E. Burk, President, Ward-Belmont School

THE JUNIOR COLLEGE IN THE SOUTH 416
H. W. Stilwell, President, Texarkana Junior College

THE CONTRIBUTIONS OF THE LIBERAL ARTS COLLEGE TO SOUTHERN CULTURE, *Theodore H. Jack, President, Randolph-Macon Woman's College* 421

THE SOUTHERN TEACHERS COLLEGE IN REVIEW 425
Sam H. Whitley, President, East Texas State Teachers College

THE WOMAN'S COLLEGE IN THE CULTURAL DEVELOPMENT OF THE SOUTH 429
B. L. Parkinson, President, Mississippi State Woman's College

CONTRIBUTION OF THE A. AND M. COLLEGES TO EDUCATION IN THE SOUTH, *E. W. Sikes, President, Clemson College* 433

THE SOUTHERN UNIVERSITY MARCHES ON 437
J. D. Hoskins, President, University of Tennessee

THE WORK OF THE SOUTHERN ASSOCIATION 442
Shelton Phelps, President, Winthrop College

THE OBLIGATION OF THE PRIVATE SECONDARY SCHOOL TO SOUTHERN EDUCATION, *S. J. McCallie, Headmaster, The McCallie School* 448

THE OBLIGATION OF THE PAROCHIAL SCHOOL TO SOUTHERN EDUCATION 453
Father P. H. Dagneau, Marist College High, Atlanta, Georgia

SECONDARY EDUCATION, CCC, AND NYA 456
Robert K. Salyers, Administrator, NYA Administration for Kentucky

SECONDARY EDUCATION IN A STATE SCHOOL SYSTEM 465
M. D. Collins, State Superintendent of Schools, Georgia

A RURAL HIGH SCHOOL AND ITS COMMUNITY 469
James Chreitzberg, Principal, Holtville High School, Deatsville, Alabama

SCIENCE IN GENERAL EDUCATION 472
J. B. Leftwich, Science Teacher, Minden High School, Minden, Louisiana

MATHEMATICS IN GENERAL EDUCATION 475
Velmer E. Crout, Mathematics Teacher, Canton High Schools, Canton, Mississippi

THE PURPOSE AND ORGANIZATION OF THE SOUTHERN ASSOCIATION STUDY, *K. J. Hoke, Dean, College of William and Mary* 482

THE COLLEGE AND THE SECONDARY SCHOOL 486
Paul P. Boyd, Dean, University of Kentucky

THE SOUTHERN ASSOCIATION QUARTERLY

Published quarterly by the Southern Association of Colleges and Secondary Schools

Volume III AUGUST, 1939 Number 3

BOARD OF PUBLICATION

P. A. ROY, S.J., President of the Southern Association
Dean, Loyola University, New Orleans, Louisiana

SHELTON PHELPS, Secretary of the Southern Association
President, Winthrop College

ALEXANDER GUERRY, Secretary of Commission on Institutions of Higher Education
Vice Chancellor, University of the South

FRANK C. JENKINS, Secretary of Commission on Secondary Schools
Director, Southern Association Study in Secondary Schools and Colleges

L. FRAZER BANKS, Secretary of Commission on Curricular Problems and Research
Assistant Superintendent of Schools, Birmingham, Alabama

EDITOR

HOLLAND HOLTON, *Professor of Education, Duke University*

EDITORIAL COMMITTEE

Dean Roy, President Phelps, Professor Holton

Reference to the minutes of the Forty-first Annual Meeting of the Southern Association of Colleges and Secondary Schools held in Richmond, Virginia, December 3, 4, 1936, as recorded on page 24 of Volume I, Number 1 shows the following official action authorizing this publication.

> Upon recommendation of the Executive Committee the Association voted to adopt the report of the Committee on Publications appointed at the fortieth annual meeting.
>
> The Committee on Publications of the Southern Association unanimously submits the following recommendations:
>
> 1. That a Southern Association Quarterly be issued.
>
> 2. That a board of five members be held responsible for securing an editor and supervising all matters pertaining to the publication and distribution of the Quarterly. This board is to be composed of the secretaries of the three commissions, the president, and the secretary-treasurer of the Association.
>
> 3, 4. (These sections recommended as to the character of the four issues and made appropriation for publication. See page cited above.)

In accordance with these resolutions the Board of Publication as listed above was set up, the editor elected, and the editorial committee constituted to consist of the President and the Secretary of the Association acting with the editor.

THE SOUTHERN ASSOCIATION QUARTERLY

VOLUME III CONTENTS FOR NOVEMBER, 1939 NUMBER 4

EDITORIAL NOTES 495
ON TO ATLANTA, APRIL 9-12, 1940
ISSUES FACING THE SOUTHERN ASSOCIATION
SOUTHERN ASSOCIATION STUDY
CHARLES A. BROWN
NOTICES OF INTEREST

SOUTHERN ASSOCIATION CONFERENCE OF SECONDARY SCHOOL TEACHERS, CHAPEL HILL, NORTH CAROLINA, JULY 19-AUGUST 25, 1939 509
Frank C. Jenkins, Director, Southern Association Study

THE TEACHING OF ENGLISH IN THE BLUE RIDGE HIGH SCHOOL 512
T. B. Clyburn, Jr., Principal of High School, Blue Ridge, Georgia

CHANCELLOR JAMES H. KIRKLAND AND THE SOUTHERN ASSOCIATION .. 517
Theodore H. Jack, President, Randolph-Macon Woman's College

CHANCELLOR JAMES H. KIRKLAND AND VANDERBILT UNIVERSITY 524
Edwin Mims, Chairman, Division of Humanities, Vanderbilt University

ROBERT BURWELL FULTON: CHANCELLOR OF THE UNIVERSITY OF MISSISSIPPI, 1892-1906 537
Alfred Hume, President Emeritus, University of Mississippi

GROWTH AND PROGRESS IN GREENVILLE HIGH SCHOOL, NORTH CAROLINA 540
V. M. Mulholland, Principal of High School, Greenville, North Carolina

KENTUCKY FEMALE ORPHAN SCHOOL 548
Lucy Peterson, Superintendent, Kentucky Female Orphan School, Midway, Kentucky

THE MIAMI BEACH HIGH SCHOOL 552
Mrs. Grace C. Brown, Instructor in French, Miami Beach High School, Miami Beach, Florida

WAYNESBORO HIGH SCHOOL 557
Mrs. Ethel Davies, Science Teacher in High School, Waynesboro, Virginia

THE LEE H. EDWARDS HIGH SCHOOL 560
W. H. Plemmons, Principal, Lee H. Edwards High School, Asheville, North Carolina

PEABODY HIGH SCHOOL, GEORGIA STATE COLLEGE FOR WOMEN 566
Mildred English, Superintendent of Laboratory Schools, Georgia State College for Women

ELMER E. LYON HIGH SCHOOL 573
May Kenney Blanks, English Department, and Mercedes Lions Shaw, Commerce Department, Elmer E. Lyon High School, Covington, Louisiana

THE HIGH SCHOOL OF WASHINGTON, GEORGIA 576
Mrs. John C. Burdette, Senior Sponsor, and Reynolds Dillard, Class Historian, Washington High School

HISTORY OF JOHN TARLETON AGRICULTURAL COLLEGE 579
Gabe W. Lewis, John Tarleton Agricultural College

MINDEN HIGH SCHOOL 585
J. B. Leftwich, Science Teacher in High School, Minden, Louisiana

PRESIDENT JOHN CRUMPTON HARDY AND MARY HARDIN-BAYLOR COLLEGE 588
E. G. Townsend, Dean Emeritus, Mary Hardin-Baylor College

HISTORICAL SKETCH OF RANDOLPH-MACON WOMAN'S COLLEGE 590
M. Carrington Shields, Randolph-Macon Woman's College

MAY'S LICK CONSOLIDATED SCHOOL 600
Emery H. White, Principal, May's Lick Consolidated School, May's Lick, Kentucky

SAN MARCOS ACADEMY 601
Brooks Holt, San Marcos Academy, San Marcos, Texas

HISTORY OF LOUISIANA POLYTECHNIC INSTITUTE 604
Mrs. Fairy C. McBride, Secretary to the President, Louisiana Polytechnic Institute

INDEX TO VOLUME III 607

THE SOUTHERN ASSOCIATION QUARTERLY

Published quarterly by the Southern Association of Colleges and Secondary Schools

Volume III NOVEMBER, 1939 Number 4

BOARD OF PUBLICATION

P. A. ROY, S.J., President of the Southern Association
President, Loyola University, New Orleans, Louisiana

SHELTON PHELPS, Secretary of the Southern Association
President, Winthrop College

ALEXANDER GUERRY, Secretary of Commission on Institutions of Higher Education
Vice Chancellor, University of the South

FRANK C. JENKINS, Secretary of Commission on Secondary Schools
Director, Southern Association Study in Secondary Schools and Colleges

L. FRAZER BANKS, Secretary of Commission on Curricular Problems and Research
Assistant Superintendent of Schools, Birmingham, Alabama

EDITOR

HOLLAND HOLTON, *Professor of Education, Duke University*

EDITORIAL COMMITTEE

President Roy, President Phelps, Professor Holton

Reference to the minutes of the Forty-first Annual Meeting of the Southern Association of Colleges and Secondary Schools held in Richmond, Virginia, December 3, 4, 1936, as recorded on page 24 of Volume I, Number 1 shows the following official action authorizing this publication.

> Upon recommendation of the Executive Committee the Association voted to adopt the report of the Committee on Publications appointed at the fortieth annual meeting.
>
> > The Committee on Publications of the Southern Association unanimously submits the following recommendations:
> >
> > 1. That a Southern Association Quarterly be issued.
> >
> > 2. That a board of five members be held responsible for securing an editor and supervising all matters pertaining to the publication and distribution of the Quarterly. This board is to be composed of the secretaries of the three commissions, the president, and the secretary-treasurer of the Association.
> >
> > 3, 4. (These sections recommended as to the character of the four issues and made appropriation for publication. See page cited above.)

In accordance with these resolutions the Board of Publication as listed above was set up, the editor elected, and the editorial committee constituted to consist of the President and the Secretary of the Association acting with the editor.

THE SOUTHERN ASSOCIATION QUARTERLY

Volume III FEBRUARY, 1939 Number 1

Editorial Notes

Index for the 1938 Quarterly

The index for the 1938 QUARTERLY, Volume II, is being mailed as supplement to this issue. Extra copies are available upon request. The index for 1939 will be bound in with the November, 1939, issue (Number four of Volume III).

On to Memphis, March 27-31, 1939

The program of the forty-third annual meeting of the Southern Association to be held in Memphis, Tennessee, March 30 to 31, 1939, preceded by the meetings of the three commissions March 27 to 29, is printed in full on pages 7 to 17 of this issue of the QUARTERLY. It is, therefore, unnecessary to mail individual copies of the program to member institutions; but there will be plenty of reprint copies available in Memphis. Furthermore, any members desiring copies of the program can obtain them free of charge by writing before March 20 to Dr. Shelton Phelps, Secretary of the Southern Association, Winthrop College, Rock Hill, South Carolina.

This Issue

It will be observed by referring to the program for the annual meeting following these "Editorial Notes" that President Donovan and his associates have chosen as the theme for the forty-third annual meeting "Education as an Instrument of Social Progress in the South." In his correspondence with the editor concerning the program, President Donovan made two comments. The first was to call attention to the fact that the program is "All-Southern": all speakers are actively at work in the South, except one or two Southerners gone North and called back for the occasion. The other comment was that the program would be much more enjoyable to those who before the meeting have read such books as Odum's *Southern Regions of the United States*, Johnson's *The Wasted Land*, Webb's *Divided We Stand*, and Daniels' *A Southerner Discovers the South*.

Immediately following the program will be found "In Memoriam," continued from the February number for 1938, in honor of faculty and staff members who died during the calendar year. The officials of member institutions were most coöperative in supplying information for this section.

Following "In Memoriam" comes a symposium on the theme of the annual meeting. As soon as the theme was announced, the QUARTERLY ad-

dressed the officers, including members of the executive committees, of the Association and all of its commissions inviting contributions to this symposium. With the short notice that could be given, many of those invited could not contribute; but a casual glance at the list of those who did contribute reveals a gratifying response from leaders representing many types of educational endeavor in the South. The first article in the symposium, by Dr. F. S. Beers of the University of Georgia, was by a coincidence contributed to the QUARTERLY by Professor Beers in response to a request before President Donovan announced the theme for the annual meeting. It so aptly fits in with the theme that it has been used as the introductory article for the symposium. Reprints of the symposium will be available at Memphis at a very nominal price.

The "Historical Section" again gives preference to sketches of schools whose continuous membership in the Association goes back of 1915; but other sketches will be published as rapidly as space is available. Where possible, persuade the best local historian on your staff to write your sketch and trust him to contribute facts rather than "loyal boastings." When, however, you must rely on your publicity department to write your article, do your best to tone down such expressions as "unequalled," "best in the world," or "best in the South." It is also better when possible to let a president's or superintendent's long years of service and a factual statement of his achievements convince the reader of his worth to the institution—particularly if he is still living—than to state your emotional opinion of his work. On the whole, the historical sketches submitted to the QUARTERLY have been reasonably free from this sort of material. It is only natural that a person devoted to his institution should let statements of the type mentioned creep into his narrative now and then, particularly when he feels that he is writing for a friendly audience.

"Builders of the Southern Association," pages 107 to 156, includes all names not previously printed (February or November, 1938) of faculty and staff members who have served some one member institution of the Southern Association as many as twenty-five years. The QUARTERLY cannot refrain from repeating its comment that, while we are searching for new criteria for good educational institutions, one interesting criterion might be the number of teachers an institution has been able to hold over a period of years. The holding power of an institution over its faculty may be as important an element as its holding power over its students. Good colleges and good schools tend to have a disproportionate number of teachers who have invested their lives in them. The lists of "Builders" published in February and November, 1938, and in this issue may reveal why some apparently "weak" schools have been able to exert such effective leadership through the years. If your school has not sent in its list of teachers eligible for this "honor roll," do so at once.

Other Meetings in Conjunction With the Annual Meeting

More and more frequently it is becoming customary for various educational groups to meet in conjunction with the Southern Association. Whether such meetings are a conscious or unconscious imitation of the many meetings centering around the meeting of the National Education Association Department of Superintendence, or result wholly from the conveniences afforded by the Association meeting for getting together of various groups whose members are likewise interested in the Association is a question unnecessary to decide. On the whole the Association probably realizes an increased attendance when such groups as the representatives of colleges for women, the academic deans, and the summer school directors announce their meetings at the same place and approximately the same time as the Association. Of course these groups now and then have meetings that conflict with the meetings of the Association commissions, and this fact causes inconvenience to those institutional representatives that happen to have membership on some commission of the Association; but on the other hand the commissions are after all primarily administrative and legislative bodies, and their meetings are not always inspirational to school and college representatives waiting to appear before a reviewing committee or a committee on triennial reports. These non-Association meetings, therefore, held in conjunction with the meetings of the Association are filling a need strongly felt by many who come early to the Association meetings, only to find that the Association meetings proper do not really begin until Thursday. Perhaps the oldest group that has had continuous record of meeting annually just before the Association and during the commission meetings is the Conference of Academic Deans, whose program is by request announced here.

Program of Ninth Annual Conference of Academic Deans of the Southern States

Wednesday, March 29, 1939

Louis XVI Room, Hotel Peabody
Memphis, Tennessee

Morning Session, 10:00 A.M.

"Education for Public Service," Dean Fred F. Frey, Louisiana State University.

"The Study of Fine Arts in Southern Colleges," Dean Martha S. Grafton, Mary Baldwin College.

"Visual Education in College Teaching," Dean Walter D. Cocking, University of Georgia.

Discussion, led by Dean Winslow S. Anderson, Rollins College.

Luncheon

Afternoon Session, 2:30 P.M.

Question Box, Dean Alfred H. Nolle, Southwestern Texas State Teachers College.

"Some Difficulties and Conceptions in the Program for Education of Teachers," Dr. A. R. Mead, Director, Bureau of Educational Research, University of Florida.

Discussion, led by Dean Wyatt Hale, Birmingham-Southern College.

Business meeting.

Adjournment.

Chairman: Dean M. W. Brown, Presbyterian College.

Vice Chairman: Dean John B. Clark, Mercer University.

Secretary-Treasurer: Dean Joseph E. Burk, Ward-Belmont College.

FORTY-THIRD ANNUAL MEETING

of the

SOUTHERN ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS

To be held at

MEMPHIS, TENNESSEE

Thursday and Friday

March 30, 31, 1939

Meeting of the Executive Committee of the
Association, March 27, 28, 29

* * * *

Meeting of the Commissions,
March 27, 28, 29

* * * *

1895-1939

Officers of the Association
1938-1939

President Emeritus

CHANCELLOR EMERITUS J. H. KIRKLAND
Vanderbilt University

President

PRESIDENT H. L. DONOVAN
Eastern Kentucky State Teachers College

Vice Presidents

CHANCELLOR A. B. BUTTS
University of Mississippi

ASSISTANT SUPERINTENDENT T. Q. SRYGLEY
Port Arthur, Texas

Secretary-Treasurer

PRESIDENT SHELTON PHELPS
Winthrop College

EXECUTIVE COMMITTEE

State Superintendent Sidney B. Hall
Virginia

President Guy H. Wells
Georgia State College for Women

Chancellor O. C. Carmichael
Vanderbilt University

Professor M. R. Hinson
Florida State College for Women

Professor S. B. Hathorn
Mississippi State College

Dean T. H. Napier
Alabama College

Dean C. A. Ives
Louisiana State University
President and Secretary, *Ex-Officio*

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Chairman

Chancellor O. C. Carmichael
Vanderbilt University

Secretary

Chancellor Alexander Guerry
University of the South

* * *

COMMISSION ON SECONDARY SCHOOLS

Chairman

State Supervisor T. J. Dempsey
Georgia

Vice Chairman

President Edward Conradi

Executive Secretary

Director Frank C. Jenkins
Southern Association Study in Secondary
Schools and Colleges

COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

Chairman

DEAN K. J. HOKE
College of William and Mary

Secretary

ASSISTANT SUPERINTENDENT L. FRAZER BANKS
Birmingham Public Schools

LOCAL COMMITTEE ON RECEPTION AND ENTERTAINMENT

SUPERINTENDENT E. C. BALL
Memphis City Schools

PRESIDENT J. W. BRISTER
State Teachers College, Memphis

PRESIDENT CHARLES E. DIEHL
Southwestern College

SUPERINTENDENT SUE POWERS
Shelby County Schools

PROGRAM THEME

Education As An Instrument of Social Progress in the South

The South has been referred to as the number one economic problem of the Nation. Whether this is true or not may be a matter for debate. But there is no debating the question that the South does have serious economic problems. Of this fact every person living in the South should be made aware. We shall attack our economic ills only when we become conscious of these problems. Wasted lands will be redeemed, forests will be replanted, natural resources will be developed, political and economic rights will be secured, and abject poverty will be eliminated only after we have educated a generation in the wise use of weapons that will conquer these economic ills that infest our region today. In this battle for a higher standard of living and culture, the school is an instrument of social progress of tremendous potential possibilities. It is the purpose of this program to teach us how to use this instrument more effectively in attaining the more abundant life for our people.

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Memphis, Tennessee

PROGRAM

All meetings will be held in the
Peabody Hotel

Monday, March 27, 1939

9:00 A.M. Meeting of Commission on Institutions of Higher Education
9:00 A.M. Meeting of the Central Reviewing Committees of Commission on Secondary Schools

Tuesday, March 28, 1939

9:00 A.M. Meeting of each Commission. Open session
(See Commission Programs)
2:00 P.M. Meeting of Commission on Secondary Schools. Open session
(See Commission Program)
Meeting of Commission on Curricular Problems and Research
(See Commission Program)

Wednesday, March 29, 1939

9:00 A.M. Joint meeting of Commission on Secondary Schools and Commission on Curricular Problems and Research
(See Commission Programs)
Meeting of Commission on Institutions of Higher Education
2:00 P.M. Joint meeting of Commission on Institutions of Higher Education and Commission on Curricular Problems and Research
(See Commission Programs)
Meeting of Commission on Secondary Schools. Open session
(See Commission Program)

Thursday, March 30, 1939

9:00 A.M.

MEETING OF THE ASSOCIATION

1. Music.—Memphis Technical High School Chorus, Mr. Wilson Mount, Director
2. Invocation.—President J. T. Warren, Carson and Newman College
3. Address: "Discovering the South."—Jonathan Daniels, Editor, *News and Observer*, Raleigh, North Carolina

4. Address: "The Second Reconstruction."—Mark Ethridge, General Manager, *Courier-Journal* and *Louisville Times*
5. Discussion
6. Music.—Whitehaven High School Chorus, Mr. Edward Tuggle, Director
7. Address: "The Humanities: Past and Present."—Dr. Edwin Mims, Professor of English, Vanderbilt University

2:00 P.M.

1. Music.—West Tennessee State Teachers College Chorus, Mr. L. C. Austin, Director
2. Address: "Contribution of the Social Sciences to the New South."—Dr. W. P. Webb, Professor of History, University of Texas
3. Music.—Booker T. Washington High School (Negro) Chorus, Emma Corpal, Director
4. Address: "Contribution of the Sciences to the New South."—Dr. G. W. Carver, Director, Agricultural Research and Experiment Station, Tuskegee Institute

6:00 P.M.

ANNUAL BANQUET

1. Invocation.—Father P. A. Roy, Loyola University
2. Music.—Miss Doris Costello, Mr. Clarence Banning
3. President's Address
4. Address: "The Promise of American Politics."—Dr. T. V. Smith, Professor of Philosophy, University of Chicago, and Congressman-at-Large from Illinois.

Friday, March 31, 1939

9:00 A.M.

MEETING OF THE ASSOCIATION

1. Music.—Southwestern Singers, Mr. B. C. Tuthill, Director
2. Invocation.—President R. L. McLeod, Centre College
3. Fraternal Delegate from North Central Association
4. Fraternal Delegate from the Middle States Association
5. Report of Higher Education Commission.—Chancellor O. C. Carmichael, Vanderbilt University, Chairman
6. Report of Secondary Commission.—Director T. J. Dempsey, Chairman
7. Report of Commission on Curricular Problems and Research.—Dean K. J. Hoke, College of William and Mary, Chairman

8. Report of Secretary.—President Shelton Phelps, Winthrop College
9. Business Session
   a. Report of Committees
   b. Unfinished Business
   c. New Business
   d. Resolutions
   e. Election of Officers
10. Adjournment

* * *

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Monday, March 27, 1939

9:00 A.M.

Meeting of the Commission
Organization of Committees

Tuesday, March 28, 1939

9:00 A.M.

Business Session
Continuation of Committee Activity

Wednesday, March 29, 1939

9:00 A.M.

Meeting of the Commission
Report of Committee on Standards
Discussion of Policies of the Commission
Report of the Council

2:00 P.M.

Joint Meeting with Commission on Curricular Problems and Research

* * *

COMMISSION ON SECONDARY SCHOOLS

Monday, March 27, 1939

Hotel Peabody

9:00 A.M.

Meeting of Central Reviewing Committees
For Public Schools, Chairman W. W. Little, Room 215
For Private Schools, Chairman W. D. Agnew, Room 213

Tuesday, March 28, 1939

General Sessions

Ballroom, Hotel Peabody

9:00 A.M.

1. Music.—Paul Eaheart, Director, Memphis
2. Devotional.—W. B. Selah, Pastor of St. John's Methodist Church, Memphis
3. Reading of Minutes
4. Recognition of Fraternal Delegates
5. Appointment of Committees
6. Address: "Secondary Education, CCC and NYA."—Robert Salyers, State NYA Director, Louisville, Kentucky
7. Address: "Federal Aid for Education."—H. M. Ivy, Superintendent of Schools, Meridian, Mississippi
8. Discussion from the floor

2:00 P.M.

1. Report on Extra-Territorial Accreditation.—F. C. Jenkins, Executive Secretary
2. Report on SOUTHERN ASSOCIATION QUARTERLY.—Holland Holton, Professor of Education, Duke University, Editor
3. Report of Central Reviewing Committees:
   a. Private Schools.—W. D. Agnew, Huntingdon College, Chairman
   b. Public Schools and Summary.—W. W. Little, University of Florida, Chairman
4. Address: "Secondary Education in a State School System."—M. D. Collins, State Superintendent of Georgia Schools
5. Report of Special Committee on Coöperative Study of Secondary School Standards.—J. H. Highsmith, North Carolina State Department of Education, Chairman

Wednesday, March 29, 1939

General Sessions

Ballroom, Hotel Peabody

9:00 A.M.

Joint Meeting with Commission on Curricular Problems and Research

(For detail program, see program of Commission on Curricular Problems and Research.)

2:00 P.M.

1. Report of Committee on Research in Secondary Education.—M. E. Ligon, University of Kentucky, Chairman
2. Report of Committee on Printed Forms.—Gladstone Yeuell, University of Alabama, Chairman
3. Report of Appeals, Audit, and Budget Committees
4. Report of Standing Committee on Standards.—W. W. Little, University of Florida, Chairman
5. Report of Nominations Committee
6. Election of Officers
7. Adjournment

* *

NOTE:—This is an all-Southern program conforming to the general program of the Association. It is built around some current problems of secondary education. It is expected that many members from the floor will take part in the discussions raised by the addresses and the full committee reports.

* * *

COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

Tuesday, March 28, 1939

9:00 A.M.

Place: 210 Assembly Room—Hotel Peabody
Topic: The Southern Association Study in Colleges and Secondary Schools

1. Report from Executive Committee.—L. Frazer Banks, Birmingham Public Schools
   a. Grants
   b. Selected Secondary Schools
   c. Coöperating Colleges
2. Round Table Discussion of the Work in the Selected Schools by the Permanent Staff and Members of the Commission

Discussion

2:00 P.M.

1. The Southern Association Conference for Secondary School Teachers and Principals.—Frank C. Jenkins, Director, Southern Association Study
   a. The 1938 Summer Conference at Vanderbilt University
   b. The 1939 Summer Conference at the University of North Carolina
2. New Projects Suggested by Members of the Commission
3. Business Session

Wednesday, March 29, 1939

9:00 A.M.

Ballroom, Peabody Hotel

Joint Meeting with Commission on Secondary Schools
T. J. Dempsey, Jr., Chairman, Commission on
Secondary Schools, Presiding

1. Report of Library Committee.—J. H. Highsmith, North Carolina State Department of Education, Chairman
2. Report of Special Committee to Study Substitute for College Freshmen Grades.—P. L. Palmer, University of Chattanooga, Chairman
3. Types of Studies in Southern Secondary Schools
   "A Rural High School and Its Community."—James Chrietzberg, Principal, Holtsville High School, Deatsville, Alabama
   "Beginning Steps in a Program of Guidance."—Sarah Rogers, Guidance, Frankfort High School, Frankfort, Kentucky
   "Science and Mathematics in General Education."—J. B. Leftwich, Science Teacher, Minden High School, Minden, Louisiana, Miss Velmer Crout, Mathematics Teacher, Canton High School, Canton, Mississippi
   "Evaluation in Secondary Schools."—V. M. Sims, Department of Psychology, University of Alabama

Discussion

2:00 P.M.

Joint Meeting with Commission on Institutions of Higher Education
O. C. Carmichael, Chairman, Commission on Institutions
of Higher Education, Presiding

Topic: *The Southern Association Study in Secondary Schools and Colleges*

1. "The Purpose and Organization of the Southern Association Study."—K. J. Hoke, College of William and Mary, Chairman
2. "Progress of the Study in Secondary Schools."—Frank C. Jenkins, Director, Southern Association Study
3. "Coordination between Secondary School and College."—Paul P. Boyd, University of Kentucky

General Discussion

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

RADIO PROGRAM

DR. A. L. CRABB, George Peabody College, Presiding

(WMC)	(WREC)
The Commercial Appeal GAYOSO HOTEL	PEABODY HOTEL

Monday

Time: 1:00-1:15 P.M.

Address: "The Southern Association is in Session."—Chancellor A. B. Butts, University of Mississippi; Vice President of the Southern Association.

Time: 4:00-4:15 P.M.

Address: "A State Superintendent Looks at Southern Education."—Sidney Hall, Superintendent of Public Education in Virginia.

Tuesday

Time: 1:00-1:30 P.M.

Address: "The Current Status of Southern High Schools."—Dean Joseph Roemer, George Peabody College for Teachers.

Address: "The Program of Southern High Schools."—M. R. Hinson, Florida State College for Women.

Time: 4:30-5:00 P.M.

Address: "The Development of the Southern Junior College."—Dean Joseph Burk, Ward Belmont School.

Address: "The Future of the Southern Junior College."—President H. W. Stilwell, Junior College, Texarkana.

Wednesday

Time: 1:00-1:30 P.M.

Address: "The Contribution of the Liberal Arts College to Southern Culture."—President Theodore Jack, Randolph-Macon Woman's College.

Address: "The Liberal Arts College in Prospect."—President James R. McCain, Agnes Scott College.

Time: 4:00-4:30 P.M.

Address: "The Southern Teachers College in Review."—President Sam Whitley, East Texas Teachers College.

Address: "The Southern Teachers College in Preview."—President M. S. Pittman, South Georgia Teachers College.

Thursday

Time: 1:00-1:30 P.M.

Address: "The Woman's College in the Cultural Development of the South."—President B. L. Parkinson, Mississippi State Woman's College.

Address: "The Influence of the Technological College on Southern Life."—President E. W. Sikes, Clemson College.

Time: 3:45-4:15 P.M.

Address: "The Rise of the Southern University."—President Rufus Harris, Tulane University.

Address: "The Southern University Marches On."—President J. D. Hoskins, University of Tennessee.

Friday

Time: 1:00-1:15 P.M.

Address: "The Obligation of the Private Secondary School to Southern Education."—S. J. McCallie, Principal, The McCallie School, Chattanooga.

Time: 4:00-4:15 P.M.

Address: "The Obligation of the Parochial School to Southern Education."—Father P. H. Dagneau, Marist College High, Atlanta.

HOTEL INFORMATION

PEABODY HOTEL

320 rooms (Headquarters)

Single rooms at.....$3.00 per day
Double rooms at.....$2.00 per day (per person)
80 twin bedrooms at.....$3.00 per day (per person)
305 additional rooms at higher rates.

150 rooms HOTEL CHISCA

Single rooms with bath at.....$2.00 and $2.50 per day
Double rooms with bath at.....$3.00 and $3.50 per day
Rooms, twin beds and bath.....$3.50 and $4.00 per day
Single rooms without bath at.....$1.50 per day
Double rooms without bath at.....$2.00 per day
250 additional rooms at higher rates.

ADLER HOTEL AND HOTEL TENNESSEE

50 single rooms at.....$2.00 and $2.50 per day (per person)
50 double rooms at.....$3.50 per day (for two people)

Information received after the QUARTERLY went to press lists also Ambassador Hotel (139 rooms at $1.25 to $4.00), Hotel Claridge (400, at $2.50 to $6.00), Hotel DeVoy (150, at $1.50 to $6.00), Hotel Gayoso (300, at $2.00 to $6.00), Parkview Hotel (300, at $2.50 to $4.00), and Wm. Len Hotel (250, at $2.00 to $5.00).

In Memoriam

This list is arranged alphabetically by states and institutions according to the same plan as the list "Builders of the Southern Association." (See p. 107, this issue.) Information for this section should be sent to the editor before January 1 of each year from the office of the president, registrar, or principal of member institutions. The directions sent out to all member institutions should be followed; that is, write "Form B" at the top of the page and then number and give the information as follows: (1) the name and address of the institution, (2) the name of the deceased employee, (3) degrees held and in each case the institution conferring them, (4) date of entering service of your institution, (5) position held at time of death, (6) date of death, (7) any special comment, (8) your signature as the person furnishing the information. (For the 1937 list, the first published by the QUARTERLY, see the issue of February, 1938, Volume II, pp. 24-29.)

ALABAMA

MARION INSTITUTE, MARION: (2) DAVID ROLSTON BITZER; (3) BA, Davidson; MA, Peabody; BD, ThM, ThD, Union Theol. Sem.; (4) Jan. 1, 1937; (5) prof. phil.; (6) Feb., 1938; (8) ghb.

STATE TEACHERS COLLEGE, FLORENCE: (2) MARY INGE HOSKINS (MRS.); (4) 1912; (5) ass't librarian; (6) March, 1938; (8) jak.

FLORIDA

ACADEMY OF HOLY NAMES, TAMPA: (2) SISTER MARY ETHELBERT (ROSE BUTLER); (3) BA, Queen's Univ.; (4) Sept., 1916; (5) sr.t., 12 yrs.; prin., 10 yrs.; (6) April 23, 1938; (7) affiliation secured; new academy built; 22 yrs. outstanding service; (8) mm.

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) ROWENA LONGMIRE; (3) PhB, AM, Chicago; (4) 1906; (5) asso. prof. Eng.; (6) July 18, 1938; (7) leader in Alumnae Association; (8) ec.

JOHN B. STETSON UNIVERSITY, DELAND: (2) CHARLES SHERWOOD FARRIS; (3) BA, DD, Wake Forest; LLD, John B. Stetson; (4) 1892; (5) vice pres., prof. classical lang.; (6) April 14, 1938; (7) twice acting-president of University; (8) wsa.

ORLANDO, SENIOR HIGH SCHOOL: (2) WILLIAM H. STEPHENS; (3) BA, Peabody; MA, Stetson; (4) Sept., 1935; (5) instr. math.; (6) June 1, 1938; (8) wkb.

U. OF FLORIDA, GAINESVILLE: (2) ROBERT M. BARNETTE; (3) BS, Clemson; MS, PhD, Rutgers; (4) 1925; (5) chem., agric. exper. sta.; (6) Nov. 1, 1938; (8) hwc.

U. OF FLORIDA, GAINESVILLE: (2) Henry H. Caldwell; (3) AB, Illinois Coll.; AM, Columbia; (4) 1927; (5) asso. prof. Eng.; (6) Sept. 23, 1938; (8) hwc.

GEORGIA

AGNES SCOTT COLLEGE, DECATUR: (2) Nannette Hopkins; (3) PdD (hon.), Oglethorpe; LittD (hon.), Georgia; (4) 1889; (5) dean of coll.; (6) Oct. 29, 1938; (7) 50 years of service as a leader of young women; (8) jrm.

EMORY JUNIOR COLLEGE, VALDOSTA: (2) J. Frank Jarrell; (3) AB, North Carolina; AM, Chicago; (4) 1928; (5) prof. physics, math.; (6) Jan. 2, 1938; (8) ahe.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Barbara Dutterer; (3) AB, Catawba; AM, Columbia; (4) Sept., 1937; (5) instr., critic in home ec.; (6) July, 1938; (8) ehs.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Ida Pound; (3) AB, AM, Georgia; (4) Sept., 1935; (5) ass't prof. hist., pol. sci.; (6) July 24, 1938; (8) ehs.

GEORGIA STATE WOMAN'S COLLEGE, VALDOSTA: (2) Clara Bancroft; (3) diploma, Cincinnati Cons. of Mus.; (4) Sept., 1935; (5) instr. voice; (6) July 29, 1938; (8) frr.

U. OF GEORGIA, ATHENS: (2) Peter Franklin Brown; (3) AB, AM, Emory; AM, Chicago; PedD, Georgia; (4) 1909; (5) prof. Eng.; (6) April 20, 1938; (7) published *Modern Course in Grammar*, and *English Grammar;* (8) lh.

U. OF GEORGIA, ATHENS: (2) Thomas Jackson Woofter; (3) AM, Nashville; PhD, American Univ.; LLD, West Virginia; (4) 1903; (5) dean emer., Peabody Coll. of Educ.; (6) Aug. 8, 1938; (7) published *Plane and Solid Geometry on the Leu istic Method* (1896), *Teaching in Rural Schools* (1917), *Studies in Citizenship;* (8) lh.

KENTUCKY

BEREA COLLEGE, BEREA: (2) William Goodell Frost; (3) AB, AM, DD, LLD, Oberlin; PhD, Wooster; STD, Harvard; LLD, Georgetown; LLD, Kentucky; (4) 1892; (5) pres. emer.; (6) Sept. 11, 1938; (7) labored to make education possible for those of small means and safeguarded the growing resources of the college toward that end; during his administration the assets of the institution grew from $200,000 to more than $4,000,000, and the enrollment from 354 to 2675; (8) ag.

CENTRE COLLEGE, DANVILLE: (2) Burrus Munn; (3) AB, Tulane; AM, Michigan; (4) Sept., 1928; (5) asso. prof. ec., educ.; (6) May 26, 1938; (8) rlm.

EASTERN KENTUCKY STATE TEACHERS COLLEGE, RICHMOND: (2) Marie L. Roberts; (3) grad. Western Coll. for Women; (4) 1915; (5) dean emer. of women; (6) April 27, 1938; (8) mm.

MT. STERLING SCHOOL: (2) Mary Welch; (4) 1907; (5) prin. jr. h. s.; (6) Jan. 23, 1938; (8) khh.

U. OF KENTUCKY, LEXINGTON: (2) Merry Lewis Pence; (3) BS, MS, Kentucky; (4) 1878; (5) prof. emer. physics; (6) Sept. 14, 1938.

LOUISIANA

H. SOPHIE NEWCOMB MEMORIAL COLLEGE OF TULANE U. NEW ORLEANS: (2) Clara Gregory Baer; (3) certif., Posse Norm. Sch. of Gymnastics; (4) Oct., 1891; (5) prof. phys. educ.; (6) Jan. 19, 1938; (7) work in forwarding gymnastic activities in New Orleans and the south; (8) fh.

LOUISIANA STATE NORMAL COLLEGE, NATCHITOCHES: (2) Orra Carroll Williamson (Mrs.); (3) AB, Louisiana State Normal; (4) 1918; (5) curator Williamson Museum; (6) July 12, 1938; (8) mpr.

LOUISIANA STATE UNIVERSITY, BATON ROUGE: (2) Eugenie Wehrmann Schaffner (Madame); (3) studied in Europe six years under Mozkowski, Pugno, Wurniser; (4) 1931; (5) ass't prof. piano; (6) June 16, 1938; (8) thm.

ST. JOSEPH ACADEMY, NEW ORLEANS: (2) Sister Marie Angele Jung; (4) 1911; (5) mus. t.; (6) Sept. 22, 1938; (8) se.

MISSISSIPPI

DELTA STATE TEACHERS COLLEGE, CLEVELAND: (2) Laurie Doolittle; (3) BS, Kirksville State Teachers Coll.; (4) 1926; (5) dir. elem. demonstra. sch.; (6) March 2, 1938; (8) wmk.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) James Robert Ricks; (3) BS, MS, Mississippi State; (4) 1904; (5) dean, Sch. Agric., dir. exper. sta.; (6) June 1, 1938; (7) leadership in development and expansion of School of Agriculture and experiment stations; (8) sbh.

MISSISSIPPI STATE COLLEGE FOR WOMEN, COLUMBUS: (2) Martha Oliver Eckford; (3) BS, Miss. St. Coll. for Women; AM, Columbia; Sc.D., Johns Hopkins; (4) 1907; (5) prof. bact., hygiene; (6) Oct. 23, 1938; (7) first head of dept.; active part in educational affairs, scientific societies, A. A. U. W., and P. T. A.; (8) blp.

NORTH CAROLINA

DUKE UNIVERSITY, DURHAM: (2) William Kenneth Boyd; (3) AB, AM, Duke; PhD, Columbia; (4) 1897; (5) hd dept., prof. hist.; (6) Jan. 19, 1938; (7) organizer and director of libraries for many years; active in organizing Duke Univ. Press; author; collector historical and literary material; (8) wrm.

DUKE UNIVERSITY, DURHAM: (2) William Stern; (3) PhD, U. Berlin; LLD, Wittenberg, Clark U.; (4) 1934; (5) prof. psy.; (6) March 27, 1938; (8) wrm.

DUKE UNIVERSITY, DURHAM: (2) Walter Lewis Whitted; (4) Jan., 1923; (5) bookkeeper; (6) June, 1938; (8) cbm.

DUKE UNIVERSITY, DURHAM: (2) William McDougall; (3) BA, MB, Cambridge U.; MA, Oxford U.; LittD, Wittenberg; DSc, Manchester; (4) 1927; (5) prof. psy., chmn dept.; (6) Nov. 21, 1938; (8) ns.

QUEENS-CHICORA COLLEGE, CHARLOTTE: (2) Charles William Sommerville; (3) AM, Hampden-Sydney; PhD, Johns Hopkins; (4) 1923; (5) hd dept. Bible, relig. educ.; (6) May 7, 1938; (8) mhg.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) William Stanley Bernard; (3) AB, AM, North Carolina; (4) Sept., 1900; (5) prof. Greek; (6) May 7, 1938; (8) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Charles Thomas Woollen; (4) Sept., 1901; (5) controller; (6) Sept. 21, 1938; (7) present physical plant may well be said to be result of his efforts; (8) tjw.

WAKE FOREST COLLEGE, WAKE FOREST: (2) William Louis Poteat; (3) BA, MA, Wake Forest; LLD, Baylor, Brown, Duke, North Carolina; (4) 1883; (5) pres. emer.; (6) March 12, 1938; (7) 55 years of service as professor, president, author, scholar, and executive; the first pres. N. C. Acad. Science; (8) dbb.

WOMAN'S COLLEGE OF UNIVERSITY OF NORTH CAROLINA, GREENSBORO: (2) Etta R. Spier; (3) BS, MS, Columbia; (4) 1907; (5) prof. educ.; (6) Oct. 29, 1938; (8) mtm.

SOUTH CAROLINA

FURMAN UNIVERSITY, GREENVILLE: (2) Sidney Ernest Bradshaw; (3) BA, MA, Bethel Coll.; PhD, U. Virginia; LLD, Furman; (4) 1904; (5) prof. mod. lang.; (6) Aug. 30, 1938; (7) established revolving graduate loan fund; left $100,000 for library building and valuable collection of books to library; was chairman of faculty, 1912-38; (8) rnd.

TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE: (2) Michael Demiashkevich; (3) grad. Imperial Historico-Philological, and Imperial Archaeological Inst. (Petrograd); PhD, Columbia; (4) 1926; (5) prof. educ.; (6) Aug. 26, 1938; (7) author and contributor to leading educational magazines; French Academy Award, 1934; (8) om.

KNOXVILLE HIGH SCHOOL: (2) Mary Arrants; (3) AB, Centenary; BS, Peabody; (4) 1917; (5) Eng. t.; (6) April, 1938; (8) wee.

MARYVILLE COLLEGE, MARYVILLE: (2) James Henry McMurray; (3) AB, Oberlin; AM, Harvard; PhD, Millikin; LHD, Lincoln Coll.; LLD, Huntington Coll.; (4) 1920; (5) prof., hd dept. soc. sci.; (6) April 6, 1938; (7) formerly president of Huntington College and Lincoln College; (8) rwl.

TUSCULUM COLLEGE, GREENVILLE: (2) Thomas Samuel Rankin; (3) AB, BS, AM, LLD, Tusculum; (4) 1885; (5) prof. Latin; (6) Oct. 30, 1938; (7) trustee, 46 years; treasurer, 26 years; adviser of students; (8) caa.

U. OF TENNESSEE, KNOXVILLE: (2) F. M. Massey; (4) Sept., 1924; (5) dean of men; (6) Sept. 3, 1938; (8) rft.

U. OF TENNESSEE, KNOXVILLE: (2) Ashton Waugh McWhorter; (3) BA, MA, Roanoke; PhD, Johns Hopkins; (4) Sept., 1923; (5) prof. classical lang., Roman archeology; (6) Nov. 17, 1938; (8) rft.

U. OF THE SOUTH, SEWANEE: (2) Charles Luke Wells; (3) AB, PhD, Harvard; BD, Cambridge; (4) 1916; (5) dean theol. dept., prof. eccl. hist. and canon law; (6) April 18, 1938; (7) author *The Age of Charlemange* and several treatise on canon law; (8) rgd.

VANDERBILT UNIVERSITY, NASHVILLE: (2) George B. Winton; (3) MA, DD, LittD; (5) prof. hist., Biblical Lit.; (6) March 11, 1938; (8) fcp.

TEXAS

AGRIC. & MECH. COLL. OF TEXAS, COLLEGE STATION: (2) George Childs Bauer; (3) BS, Kentucky; MS, PhD, Iowa State; (4) Sept. 1, 1922; (5) prof. chem.; (6) Aug. 13, 1938; (8) fcb.

BAYLOR UNIVERSITY, WACO: (2) Jefferson Whitfield Harrell; (3) PhB, AM, Baylor; AM, Brown; (4) 1907; (5) prof. math., hd dept.; (6) Dec. 14, 1938; (8) enj.

BAYLOR UNIVERSITY, WACO: (2) William Penn Meroney; (3) AB, Baylor; ThB, Southwestern Baptist Theol. Seminary; ThM, ThD, Southern Baptist Seminary; AM, Chicago; (4) 1922; (5) prof. sociol., hd

dept.; (6) Dec. 25, 1938; (7) builder of strong department of sociology; active in community betterment projects; (8) enj.

EL PASO, BOWIE H. S.: (2) Fleda Belle Harrell (Mrs.); (3) BS, Coll. of Indus. Arts; (4) April, 1936; (5) speech, Eng. t.; (6) July 4, 1938; (8) ff.

FREEPORT H. S.: (2) R. A. Faubion; (4) Sept. 1, 1921; (5) prin. h. s.; (6) Aug. 3, 1938; (8) oaf.

MARY HARDIN-BAYLOR COLLEGE, BELTON: (2) John Crumpton Hardy; (3) BA, MA, LLD, Mississippi Coll.; LLD, Millsaps, Baylor; (4) June, 1921; (5) pres. emer.; (6) Oct. 30, 1938; (7) during his administration, endowment fund of $700,000 raised and buildings added to campus, recognition obtained from various standardizing agencies; (8) ap.

OLTON H. S.: (2) Viola Gainer Bohner (Mrs.); (3) Texas St. Coll. for Women; (4) Sept., 1926; (5) homemaking t.; (6) Dec. 29, 1937 (too late to report Jan. 1, 1938); (7) established $200 loan fund for h. s. graduates entering college to study homemaking; (8) hpw.

PLAINVIEW H. S.: (2) Florence G. Armstrong (Mrs.); (5) librarian; (6) June, 1938; (8) ojl.

SAN ANTONIO, THOMAS JEFFERSON H. S.: (2) Arthur Harris; (3) BA, Bates Coll.; (4) 1936; (5) hist. t.; (6) Oct. 1, 1938; (8) tgr.

SOUTHERN METHODIST UNIVERSITY, DALLAS: (2) Elzy Dee Jennings; (3) AB, Randolph; AB, Texas; AM, PhD; (4) Sept., 1922; (5) prof. educ.; dean Coll. of Arts, Sci.; vice pres. univ.; (6) April 28, 1938; (7) active in obtaining recognition of institution in accrediting associations; (8) rck.

STEPHEN F. AUSTIN STATE TEACHERS COLLEGE, NACOGDOCHES: (2) Loulein Harris; (3) BA, Michigan; (4) 1923; (5) librarian; (6) May 19, 1938.

TEXAS STATE COLLEGE FOR WOMEN, DENTON: (2) Helen Willits Harris (Mrs.); (3) BA, Arizona; MA, Colorado; PhD, Texas; (4) 1936; (5) ass't prof. hist.; (6) May 9, 1938; (8) lhh.

TEXAS STATE COLLEGE FOR WOMEN, DENTON: (2) Dorothy May Paschall; (3) AB, AM, California; PhD, Chicago; (4) 1937; (5) instr. foreign lang.; (6) Jan. 30, 1938; (8) lhh.

TEXAS STATE COLLEGE FOR WOMEN, DENTON: (2) George Rawlings Poage; (3) PhB, AM, PhD, Chicago; (4) 1925; (5) prof., dir. dept. hist.; (6) April 26, 1938; (8) lhh.

TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK: (2) Bradford Knapp; (3) BS, Vanderbilt; LLB, Michigan; D. Agri., Maryland; (4)

Sept., 1932; (5) pres.; (6) June 11, 1938; (7) strengthened internal organization, enlarged general service activities, developed technical divisions; under his leadership college became more active in coöperative service in rural and industrial development, public health service, traffic safety teaching, promotion of Boy Scout work; (8) hlk.

UNIVERSITY OF TEXAS, AUSTIN: (2) Roy Benjamin Henderson; (4) 1914; (5) athletic dir., Bur. Pub. Sch. Extra-Curricular Activities; (6) Feb. 13, 1938; (7) through his influence the Texas Interscholastic League set higher standards for interscholastic athletics in Texas and the University strengthened in its relations with Texas public schools; (8) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Jacob Lorenz Neu; (3) BA, MA, Texas; (4) 1924; (5) instr. Eng.; (6) April 28, 1938; (7) author of several texts and articles; (8) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) James Edwin Pearce; (3) BLit, MA, Texas; (4) 1917; (5) prof. anthropology; (6) Oct. 22, 1938; (7) spent more than 20 years working for the establishment of the museum for the University and the State of Texas; author of numerous papers, bulletins, and books; (8) flm.

WACO H. S.: (2) E. T. Genheimer; (3) PhB, Ohio State; (4) Sept., 1905; (5) prin. sr. h. s.; (6) Jan. 18, 1938; (8) rhb.

WEST COLUMBIA H. S.: (2) Asa W. Griggs; (3) BA, Georgia; (4) 1923; (5) supt.; (6) Oct. 13, 1938; (7) built up an efficient organization; (8) whm.

WEST TEXAS STATE TEACHERS COLLEGE, CANYON: (2) Mary Morgan Brown; (3) BLI, Emerson Coll. of Oratory; (4) 1915; (5) asso. prof., hd dept. speech; (6) April 19, 1938; (8) das.

VIRGINIA

RANDOLPH-MACON COLLEGE, ASHLAND: (2) Robert Emory Blackwell*; (3) AM, Randolph-Macon; (4) 1876; (5) pres.; (6) July 7, 1938; (7) during his administration, the endowment was greatly increased and the college received recognition of various accrediting associations; (8) mjm.

ST. CHRISTOPHER'S SCHOOL FOR BOYS, RICHMOND: (2) Irving Hall Blackwell; (3) AB, Randolph-Macon; (4) Sept., 1918; (5) hd dept. Latin, Greek; (6) Feb. 17, 1938; (7) placed the study of Latin on firm foundation at the school; (8) jdh.

* President of the Southern Association, 1909-10, and member of the Commission on Secondary Schools since the organization of that commission in 1912.—Editor.

STATE TEACHERS COLLEGE, FARMVILLE: (2) Estelle Smithey; (3) BA, Randolph-Macon; (4) 1896; (5) prof. mod. lang.; (6) March 1, 1938.

UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE: (2) Robert Montgomery Bird; (3) BA, BS, Hampden-Sydney; PhD, Johns Hopkins; (4) 1907; (5) prof. chem.; (6) June 4, 1938.

UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE: (2) Charles Gilmore Maphis; (3) PedD, LLD; (4) 1912; (5) prof. educ., dir. summer session; (6) May 15, 1938.

UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE: (2) John Jennings Luck; (3) MA, PhD, Virginia; (4) 1917; (5) prof. math.; (6) Sept. 16, 1938.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) William Edward Barlow; (3) BA, MA, Cambridge; PhD, Goettingen; (4) 1904; (5) prof. metallurgy, metallography; (6) Dec. 22, 1938; (7) initiated study of metallography at the institute and developed the work in metallurgy from a single course to an independent curriculum leading to a degree; dean graduate department, 1908-19; (8) rhm.

WASHINGTON AND LEE UNIVERSITY, LEXINGTON: (2) Edgar Finley Shannon; (3) BA, Center; AM, PhD, Harvard; (4) 1914; (5) prof. Eng.; (6) May 2, 1938; (7) chairman library committee; authority on Chaucer; (8) fpg.

Education as an Instrument of Social Progress in the South: A Symposium

Southeastern Problems and Prospects

By F. S. Beers
Examiner and Executive Secretary, University System of Georgia

Is there anything new under the sun? The question has no doubt been inspired by those who indulge the painful process known as thinking, only to discover that they have been anticipated. Earning our heritage seems to be one of the things to which human kind is doomed, by whatever destiny that shapes our ends! And so when one has the temerity, if not the effrontery, to regard himself as having contributed something new whether at home or abroad, he should be justly chastised with the discovery that some kindred spirit has opened the door before him.

As long ago as the pastel days of the latter nineteenth century, Robert Louis Stevenson concerned himself with the problem that educators now tell us is the burning question of the day, the choice of a profession and the part in it played by schooling. Deft to the very end, Robert Louis Stevenson never so much as hinted that the issue with him was anything but Platonic. Like the noted octogenarian who debated birth control on the negative side, his interest was purely academic. And yet his insight may give pause even to the most ardent advocates of the National Occupational Conference.

Before we consider the question of vocational choice in the Southeast, to say nothing of the hinterland, let us regard the sage who, showman and poser that he may have been, had nevertheless the courage of his convictions, even though his posthumous editors allowed his thoughts on the subject to lie fallow until 1915, years after his untimely death in 1894: "You write me, my dear sir," he said to a young man unknown to fame, "requesting advice at one of the most momentous epochs in a young man's life. You are about to choose a profession; and with diffidence highly pleasing at your age, you would be glad, you say, of some guidance in the choice . . . What, you ask, are the principles usually followed by the wise in the like critical junctures? There, I confess, you pose me on the threshold . . . but if I am to declare the truth as I see it, I must repeat that wisdom has nothing to do with the choice of a profession. [Why is a man a banker or anything else?] There is one principal reason, I conceive: that the man was trapped. Education, as practiced, is a form of harnessing with the friendliest intentions . . . The crack of the whip and the trough of fodder: the cut direct and an invitation to dinner: the gallows and the Shorter Catechism: a pat on the back and a stinging lash on the reverse: these are

the elements of education and the principles of the practical philosophy . . . I wish you may find degeneration no more painful than your neighbours, soon sink into apathy, and be long spared in a state of respectable somnambulism from the grave to which we haste."[1]

Stevenson not only considered the question of the choice of a profession, but he also concluded that choice in the matter was non-existent. That point of view must be disconcerting to those of us who take him seriously and particularly to school administrators and to psychologists. And if we should gain some slight measure of relief by recalling that Robert Louis Stevenson died before the age of mental scales and "intelligence," our measure of relief will be likely to dwindle upon reflection. For, even with the opportunity of following the psychologists in their consideration of intelligence as a quantitative thing, the unpleasant fact still remains that we have not settled the basic issue that Stevenson so brilliantly argues, namely, philosophical determinism.

It is further upsetting to be forced to admit that intelligence may be less crucial in determining one's vocational or professional niche in the world than the stark effects induced by a momentary deviation from whatever that level may be, particularly a deviation in the downward direction. The principle probably holds chiefly for negative departures from the normal state, as when the genius of Galileo was threatened and almost dissipated by his intrusive stubbornness toward the Church. A moment of folly may offset hours or years of the most intelligent behavior.

It may also be that an ordinary or even an inferior person may attain to a position in a high vocational calling if he but take advantage of every opportunity for advancement as it presents itself. The extent to which this stability and persistence of purpose is due to emotional balance invites exciting conjecture if not painstaking and unexcited research. Perhaps emotional poise, not to exclude doggedness of aim, occupies quite as exalted a pedestal in fact as the now vaunted thing called intelligence does in theory. And to return by this route to the principle of deviation and its effect on position, power, and pelf, the claim might be advanced with defensible certainty that it operates inversely in proportion to the level of intelligence as that approaches genius or infinity. Vocationally speaking, Stevenson's ironical allusion to the respectability of somnambulism may not be ironical at all.

If choice is operative in any really pointed way, it seems strange that so many great men should have chosen poverty, toil, and obscurity. A mild illustration can be drawn readily enough. Nearly all of the serious and, if you wish, profound intellectual insight necessary for the possibility of wireless telegraphy was due to Faraday, Maxwell, and Hertz who contrib-

[1] First published in *Scribner's Magazine*, Vol. 57, 1915 by Lloyd Osborne, who dates the composition at about 1887-88.

uted alternating layers of research and theory to the understanding of electromagnetism and to identifying electromagnetic waves with light. But it remained for Marconi to supply an undoubted piece of ingenuity for a practical system of telegraphy. He died a richer man than any of the other three and more renowned. Could it have been by choice?

Choice or free will as a philosophical consideration has been a strip-tease dance before the brilliant minds of every age. Yet reduced to a matter of selecting a life work or any other mundane exercise, it achieves a remoteness, a distance from hum-drum reality, as it were, that suggests wishful thinking if not an out-and-out pipe dream. But regardless of the frame of thought, whether free will or determinism, that is the more to our personal liking, it is permissible to straddle the fence and to take refuge in that ambiguous position to which a sense of humor is open sesame. From that point of vantage it is easy to see those of philosophical bent as having distinguished themselves in the niceties of mental counter-point that not only suggest a generous measure of self-approval but that also call forth admiration for an ascent to heights beyond the sanction or contradiction of lesser intellects.

Economists, as well as other philosophers, have warned against the dangers of planning, which implies choice. There should be no interference, they say, for example, with large movements of a population. If the process is deflected, or if it be drained off into unnatural channels by artificial inducements or force, then the effect will be not only detrimental on productivity but also on the sum total of social happiness. From this point of view an attempt to stop a natural process of adjustment—an attempt at economic and social planning, as the phrase so hopefully puts it—means that the judgment of some few men is substituted for the massed instincts of thousands of men and thousands of families most closely connected with all the factors and, therefore, most likely to act wisely. To the economist this position represents sound economics, to the philosopher it suggests determinism, to the biologist it touches on natural selection, to politicians and schoolmen it may be "the bunk."

However indeterminate the conclusion, and whether the issue be carried into the rarefied atmosphere of symbolic logic or not, the indisputable fact remains that from a period not far distant when a seventeen-hour work day was not unknown, most states now regulate by law at least the hours of labor for women and children; and many other things touching likewise on public welfare have been proportionately modified. It may be that Marcus Aurelius was not unmindful of the philosophical dead-end when he said, "Let not your mind run so much on what you lack as on what you already have."

In spite of the fact that many economists and others of the philosophic persuasion have regarded planning for the future as irresponsible if not in

downright opposition to the will of God, educators will be predisposed otherwise. And it is to them at long last that the present argument, or lack of it, is directed. If their prejudices should substitute for reason, that may be so much the better for the immediate cause.

And so it is submitted that if ever there was a need for planning, if ever the emotional impetus necessary for carrying it out has been present in a people, these things surely must inhere in that region of the United States known as the Southeast. Here the endowed funds available for higher education alone are equal to less than the combined endowments of Harvard and Yale; here the taxes for all purposes take the form of sales tax to the extent of 59 per cent of the revenue, *et cetera* through an almost incredible list of negative differentials to the shameful disadvantage of the region.

The Southeast consists of eleven states, the most northerly of which is Virginia, the most westerly Arkansas. In this region are abundant natural resources. Among its transportation facilities are railways, paved roads, coastal shipping lines, and internal waterways. Coal, iron, minerals, and building stone are at hand. Forests abound. Waterpower is sufficient for industry. Essentially it is a farming region; and the claim that anything can be grown in it is made plausible by the variety of crops that flourish from the sugar bowl of Louisiana to the tobacco fields of Virginia.

And yet many facts point to the existence of a regional crisis. A section that has organized a large part of its attention around a single crop, cotton, finds the demand for that crop steadily decreasing, its soils well-nigh exhausted, its labor unrewarded, and its hope fading. The decline of cotton production is likely to continue because of decreasing exports, foreign production, reduction by substitutes of home consumption, the unfavorable advantage of Southwestern competition, soil depletion, and the demand of workers for a higher standard of living. The sense of this crisis has not yet spread widely because the wind has been tempered by Federal aid and because masses of people inherit an expectation of drudgery, ignorance, poverty, debt, tenancy, and subservience.

It should also be kept in mind that producers of raw materials, because of their comparative inability to limit output, find themselves at a disadvantage in an industrial society. Having attained nature's gifts at whatever cost, a staple economy is unable to stem the flow of nature's bounty. Overproduction in industry results in curtailment. The wheels are slowed down, output reduced, men are let off or transferred. The stream of goods is cut down nearer to demand. But agriculture continues to overproduce. It accepts chronic surpluses with low prices for staples, and the whole economy endures a period of poverty. This condition is aggravated by the necessity for the staple farmer, unlike his frontier brother, to enter his products in the current of world prices.

Yet in spite of distressing facts the outlook is anything but hopeless. As

long ago as the middle 1920's Walter Lippmann wrote that in the view of many observers "nothing since the opening of the West has had so great meaning to the future of America as the profound transformation that is now taking place in the South. Everything that is possible for civilized man is possible here. If the South fails, she will have only herself to blame; and if she succeeds, she will have only herself to thank." A few years later, at the crest of national and regional achievement, he risked the opinion that "the adventure of American life today is in the South."

In the final analysis, fewer dollars per capita in the Southeast than in the United States, fewer crops, and a smaller relative sum for education do not constitute the real challenge. Nor does tariff as a broad concept, nor industry, nor agriculture, nor wealth. The real challenge lies in educating and disciplining human emotions and habits to respond to a sense of community to the same extent that they are now responsive to the immediate and the personal. More than upon anything else the solution of the problems of the Southeast depends upon a developing sense of community; and regional problems may well appeal for their resolution to a regional recognition of them and to a regional morale.

With such an idea in the background of their minds, and with a cavalier disdain for philosophical determinism, a congress of free spirits with not so much as the usual organizational ties to bind them together have pooled their resources in an effort to help build just such a regional morale as may be salutary. Being rather modest about the ultimate contribution that can be expected, they have limited their early efforts to a method of spreading information. By way of illustration, the preceding five paragraphs have been drawn, with slight modifications, from a reading scale on Southeastern problems and prospects made available to schools and colleges in the fall of 1938. It was made in the belief that job analysis, clinical determination of character traits, and the weighing of such personal factors as intelligence are not the primarily critical point of attack on the question of vocational choice in the Southeast. They are the minor tactics, the close-order drill to be paraded in papers read before educational conferences. The major strategy of attack lies in creating the occupational possibilities for which these measures may then be properly used as selective devices. The scale, it was hoped, would serve as a source of information, as a stimulus to thinking, and as a means of surveying in the school and college population the extent of familiarity with what seemed to be pertinent facts and principles underlying regional issues both vocational and social. It may be that the schools can and will become instrumental in the nurture of a regional morale.

Without entering into the dismal business of detailed tabulations and the tortuous cant of educational statistics, it may be set down that the contributors to the project, who number well over a hundred and who represent every one but three of the Southeastern states, have been tireless in their

efforts and signally generous in their fidelity to an objective of service. Among them are to be found administrators from schools and colleges, economists, sociologists, psychologists, geographers, and statisticians. In content the scale touches upon such topics as climate, natural resources, agriculture, wealth, industry, employment, and aspects of government. For much of such materials thanks are owing to the several Southern journals whose editors gave unhampered permission to draw upon their publications.[2]

The form of the scale consists of a series of paragraphs, each in length of from one to three hundred words and each built around a general formula nowhere slavishly followed. In every paragraph, however, a topic sentence has been expressed or clearly implied as a controlling thought from which the subsequent development is suspended. Examples of the key idea have been included to bear out the inescapable dependence of generalizations upon substance and fact. Comparisons are used to bring together the cumulative weight of examples. Contrasts between facts in alignment with the central idea and those pulling in an adverse direction are invoked for their tonic effect; and analogies are allowed occasional play for the emotional force inherent in them and also for illuminating the dangers of the weakest of the logical processes. Iteration of the topical thought, that snare and delusion of amateur writers who conjure up text books, has not been overlooked. For repetition has its merits, especially if musical, in closing the gates of thinking and in opening the dykes to let into the mind the free play of beliefs and prejudices. Following each block of reading material are questions that can be answered from an understanding of the content of the paragraph. These questions cover such points as central idea, word meanings, discrimination among facts, the application of principles, and reasoning by analogy.

It is an interesting commentary on the initial aspect of the project that the scale has been distributed and used in every one of the Southeastern states. Something in the neighborhood of 25,000 scores have been reported for college students alone, covering the range of educational status from the freshman to the senior year. Additionally, many scores have been reported for the last two years of the high school level, although the scale has not been officially released in a general way for use in secondary education. Later in the year it will be made available to the high schools of the region.

Conclusions about the effectiveness of the scale for the purpose intended cannot, of course, be drawn at this early date. Moreover, the description and the scale may easily be regarded as an anticlimax coming as they do hard upon the heels of a problem that seems to call for heroic measures rather

[2] The journals are: *Sewanee Review*, *Social Forces*, *South Atlantic Quarterly*, *Southwest Review*, *Southern Economic Journal*, *Southern Review*, and *Virginia Quarterly Review*.

than a toying around with picayune schoolroom detail. This distressing possibility is something more than a potential!

There remains, however, the prospect that such an insignificant needle may help to prick into action a few of the forces that must be united and given direction if anything like regional planning and a resultant course of action are to obtain. To Southeastern schoolmen the stimulus might reasonably be expected to appeal most strongly; for they are faced with the alternative of accepting their present deplorable lot in the national scheme of things and awaiting inevitable calamity or of shucking off their jackets and entering into the business of building a future for themselves as well as for their charges.

That there can be little doubt of the need for teaching children the facts of their immediate environment and of the limitations imposed by their heritage of individualism is borne out in the words of a distinguished Southerner. Being a South Carolinian by birth and residence, he speaks less from the theoretical point of view than from the experiential:

> It is trite to refer to the individualism of the South, but the implications of the sectional intensity of this characteristic affect every phase of its social and economic life. It is hardly an exaggeration to say that the typical southerner is without even a rudimentary sense of community. The idea of an interrelationship of interests as between himself and other selves is difficult for him to acquire. There thus developed throughout the South innumerable independencies, united by family and social ties but not by an interweaving of functional economic relationships. Under such a system it was inevitable that the political bias of southern leadership vested almost exclusively in the "master" class. The functions of state and local government were reduced to a minimum . . . the public interest was a particularly exposed and unprotected interest, because there was no public to protect it.[3]

If the schoolmen of the South do not care to assume a large part of the responsibility for creating a public, then there is, of course, a refuge to be found in determinism.

Education as an Instrument of Social Progress, I

By H. L. Donovan*
President, Eastern Kentucky State Teachers College

We who live in the South have for the last seventy-five years attributed many of our woes to the War between the States. Undoubtedly, many of our economic ills can be traced to this conflict, but we have too long assumed a defeatist attitude. The time has long since passed for alibis. If the French, after the Franco-Prussian War, had continued to bemoan their fate because of the disasters of that war, France would never have risen to a great world

[3] Wilbur, Walter, "Special Problems of the South," *Annals of the Am. Acad. of Pol. and Soc. Sc.*, Nov., 1934.

* President of the Southern Association of Colleges and Secondary Schools.

power. France took her medicine bravely, courageously, and faced the future unafraid. The time has come when we of the South must face our problems with vision undimmed and mind unclouded. Thanks to Odum, Gerald Johnson, Webb, Etheridge, Daniels, the members of the Conference on Economic Conditions in the South, and many other scholars and publicists, our problems have been made clear.

We know that a discriminating freight rate is filching from the pockets of our people millions of dollars each year. We are becoming conscious that our soil is being rapidly depleted by erosion and poor rotation of crops. We are slowly becoming aware that our forests are almost gone. We see many of our people suffering from malaria, typhoid, tuberculosis, hookworm, pellagra, syphilis, and many other diseases that adequate medical care could prevent. We observe as we drive over our region the thousands of shacks, huts, and cabins that are called homes. We are told that most of our labor is unskilled; consequently, it is employed at the lowest rate of any labor in the Nation. We have statistics which show that the average income of our people in the south in 1937 was only $314, or about one-half of the average income for the remainder of the country. We are familiar with sharecroppers and the evils attendant on tenancy. If we are reliably informed, there is not a single great bank in the South; therefore, we are compelled to borrow from outside financiers. We have figures to show that 3,800,000 people born in our region have moved north or west and that this migration in population is a great economic loss to the South. We have been told that among the ten great universities of the Nation not one is located in the South. We know that the teachers of the South are poorly educated and that teachers colleges are inadequately financed and are, therefore, below the standards of the Nation. We have data which show that the South must educate one third of the Nation's children with one-sixth of the Nation's school revenues.

These are but a few of the major problems which our region faces—the list is not complete. But we know today, as never before, what our problems are. There is no longer any need for guessing about them. They have been clearly outlined for us, and in many cases a course of action for their solution has been charted. When an individual, a community, a state, or a region becomes aware of its shortcomings, if there is a desire to overcome the handicap, the battle is half won. If several million Southerners will wake up and attack the problems of our region with a determination to solve them, a new order for the South will come into existence. This new order should mean prosperity, greater security, good health for more people, culture, happiness, and the more abundant life for those who seek it.

Thus far, we have been writing about our liabilities, but we do have our assets. In the first place, nature has been kind to the South. Our climate is one of the best to be found on this globe. The rainfall is abundant

and well distributed throughout the year. Our soil is still rich in spite of the reckless manner in which it has been used. Forests can be restored, for trees grow fast in our region. Our rivers and small streams run through the mountains and hills, offering many potential sites for water power. Nature has been prodigal in depositing minerals in our earth: coal, iron, bauxite, zinc, sulphur, feldspar, fluor spar, oil, and gas abound in the South. With all this natural wealth at our disposal, should we not have the intelligence to use it in such a way as to solve most of our perplexing problems?

It is at this point that education comes into the picture. Problems are solved only by the application of intelligence to their solution. To be concrete, let us consider just one of the most serious problems of the South; viz., farm tenancy. How is this problem to be solved? The answer is: primarily, by education. In the first place, we shall have to begin with the sharecropper's children. They must be taught not only to read, write, and do a little figuring, but they must be instructed in primary agriculture, manual arts, home care, elementary science, health, citizenship, and a little music and art will not be out of order. While one teacher is at work with the children, another will need to work with the adults, for an adult education program is almost as essential in coping with this problem as is the education of the children. Closely coöperating with the teacher or teachers, the county farm agent will come along and advise the farmer in regard to the crops he will plant and how to cultivate them. The home demonstrator will perform a like service for the housewife with respect to home management. The public health nurse will see that the family has proper medical care. There are those who will say that such a program is regimentation; but call it what you may, any program that will improve the lot of the unfortunate and ignorant sharecroppers will prove a blessing. As their children become better educated and able to manage their affairs without such close supervision, the program may not have to be so strict. It is education in the broader sense that will eventually solve the problem of the sharecropper: education that will include the whole family, with a course of instruction in health, farm mechanics, animal husbandry, gardening, rotation of crops, homemaking, thrift, and work. The tenant and his family need instruction in how to do things. It is not the science of farming and homemaking that they need most, but the practice in good methods of doing these things. Farming taught as a skill to thousands of children whose lives are destined to be spent on the farm is essential instruction in preparing them for a better way of living. Some of the big insurance companies that have had to take over many farms on which they held mortgages during the depression have pursued a policy that can probably be used with success in the solution of the problem of farm tenancy. These companies have permitted the original owner to remain on the land and reclaim it if he can. But they have employed a trained agriculturist, who has supervised the

farming. He tells the farmer what to plant, when to plant it, and how to cultivate the crops. This farm supervisor also aids in the marketing of the crops. A program patterned somewhat on the plan of the insurance companies' practice, but including both the farm and the home, suggests a way for rehabilitating the sharecropper. Such a plan deserves serious consideration. It is a program primarily educational in character.

In solving the problem of tenancy, the rural school must assume greater responsibility. It should become an agency of social action. The rural school cannot justify its existence unless it can contribute to the improvement of the general health of the community. As an agency of social action, the rural school should change materially the character of farming in its neighborhood. The homes in which the children of the school live should feel its influence. The amount and quality of reading done by the people of a school district should be affected by the school. The character of citizenship of a community should constantly be on the upgrade as the result of the work of a dynamic school. In all these ways and many more, the school should contribute to the life of the people in its environment.

But a school dynamic in character will be taught by a leader, energetic and intelligent. Here is where the institution of higher education has a responsibility. It is in the college that these leaders must be educated and inspired. When the rural schools fail, it is indirectly a failure of the college. The college cannot claim any great success in the training of rural leaders in the South. Too often the college has been interested in educating the intelligent young man or woman away from the farm and rural life. The teachers colleges, which are specifically charged with the responsibility for the education of rural teachers, are especially negligent in meeting this obligation. The time has come for these teacher-education institutions to face about and turn their thoughts toward their biggest task—viz., the education of rural teachers and leaders.

Education is an instrument of social progress only when the school, the college, and the university are agencies of social action. On all the problems that face our region, these institutions at every level should concentrate their attention, with a view of finding a better way of life for our people. Human learning is of little significance unless it is put directly at the service of mankind.

Education as an Instrument of Social Progress, II

By Guy H. Wells*
President, Georgia State College for Women

Until recently little was heard of directing social change, or of social planning. Education in a static civilization, of necessity, became indoctrination and the handing down of the racial heritage. Today science and its child, invention, have ushered in vast and revolutionary conditions. Education in the old sense—tools of learning and race experiences—will not suffice in fitting man for his new environment. Is it possible for education to become an instrument of social progress, we ask ourselves? Can man use science and invention and determine something of the direction in which society should go?

At the outset, let it be said that "social progress" is rather a new conception to the world, and its scientific validity is still disputed by the sociologists. This inability of sociologists to agree on the question of ultimate goals has been reflected in educational circles. Educators have been seriously divided on the question of the role of education in a world where goals cannot be scientifically determined. Some educators have contended that education is simply a reflection of society and an agency for social control. Bertrand and Dora Russell in defending this position state that all education, since it has a political motive, is seeking to strengthen some group in competition with other groups.[1]

An opposing school of thought contends that education is a powerful agency which can be and should be utilized as an instrument for promoting desirable social change. Counts says that "If education is to grapple with a given social situation . . . it will be an education that will recognize the impossibility of moving in all directions at once, that chooses deliberately and intelligently one fork of the road rather than another and does not hesitate, when occasion warrants, to make fundamental decisions regarding national destiny."[2]

These various doubts and controversies have been said to divide educators into four general groups. The first contends that there have been no really fundamental changes in American culture and that the duty of the schools becomes no more than performing better the educational services that have been theirs. The other three groups admit that there are changes but disagree on how to cope with them. One views the changes pessimistically and feels that little or nothing should be done about them; another would

* Member of Executive Committee of the Southern Association of Colleges and Secondary Schools.

[1] Bertrand Russell and Dora Russell, *Prospects of Industrial Civilization* (New York: Century, 1923).

[2] G. S. Counts, *The Social Foundations of Education*, Part IX, "Report of the Commission on the Social Studies" (New York: Scribners, 1934), p. 534.

supply equipment to the American people, through study of the problems, that they may work out their own solutions; while the third group contends that education must not only supply the equipment but must also guide in the solution of the problems.[3]

The viewpoint that would deny that fundamental change is taking place in American society shows little knowledge of the rapidity and complexity of social change while a do-nothing policy on the part of the school makes education of dubious value. An attempt on the part of the schools to remain absolutely impartial in the solution of problems brought about by social change, because of fear of indoctrination, indicates a failure to understand the role of value concepts in human affairs. To MacIver all conduct implies a consciousness of welfare, since "To live is to act, and to act is to choose and to choose is to evaluate."[4] For education to refuse to orientate itself towards the future and to the realization of values deemed socially desirable is to rob the skeleton of its flesh.

The thesis here developed is that education must have some sort of unified objective, flexible so as to adapt itself to evolutionary stages of society, although in the educative process there should be no room for agressively imposing institutions on the individual. For American education that goal must be the goal of American society: democracy. This is not to argue that such a goal can be set up and followed as the architect follows the blue print for the sky scraper, but as John Dewey has expressed it, ". . . the democratic ideal, in its human significance, provides us with a frame of reference. The frame is not filled in, either in society at large or in its significance for education."[5]

Education has a dual role. It must not only play its part in the socializing process of the individual but also in the social engineering necessary to chart the route of social change. The question then becomes that of how the schools of the United States can best play their part in a country dedicated to the principles of democracy.

It has been pointed out so often that it almost becomes trite that education can not prepare for a changing future which brings into existence changing means and changing ends. But there are certain fixed requirements of organic well-being, and at least all schools of thought must agree that, if the realization of these organic needs does not constitute social progress, it is the first step on such a road. In many instances, as in the field of health, science has demonstrated the method by means of which these ends may be achieved. In others, as yet, science has given little positive aid but has

[3] Robert M. Bear, *The Social Functions of Education* (New York: The Macmillan Company, 1937), p. 354.
[4] R. M. MacIver, *Society: Its Structure and Changes.* (New York: Farrar and Rhinehart, 1933) p. 417.
[5] John Dewey, "Education and Social Change" *The Social Frontier*, Vol. III, No. 26, May, 1937.

made significant contributions of a negative sort which indicate that the means we are now taking are illogical in relation to the ends desired. Sharecropping has been demonstrated to be a wasteful and inefficient method of production of food. Most of the problems dealt with in the recent report on the South certainly fall within the category of problems which are amenable to scientific research. Education then faces the task of translating the body of knowledge available into a policy of social action.

The home economists have demonstrated the inadequacy of a diet of meat, meal, and molasses for maintaining health. Surely, in the South where such a diet is prevalent, the schools must assume responsibility for changing the food patterns of these people. Medical science has demonstrated the debilitating effects of malaria, hookworm, and pellagra— diseases which are correlated with the low economic efficiency of many Southern workers. Each of these diseases could be wiped out through the spread of the knowledge of precautionary measures necessary for their prevention.

The soil expert has proved the value of cover crops, terracing, crop rotation, and the like ; and the schools must translate their findings into practice. Sociologists have shown that slums and crime are highly correlated and education must demand positive action for better housing conditions. These are but a few examples of the vast areas in which the schools may function positively in social reconstruction.

However, there are certain areas, even within the field of organic need, where rational relationships between means and ends have not been determined. The possible effect of the cotton picker on the economic structure of the South has, as yet, not been adequately analyzed. The competition of synthetic fabrics with cotton goods raises the question of new uses for cotton or new sources of income. The work of Professor Ogburn of the University of Chicago, who has tried to anticipate and to predict the effect of new inventions and discoveries upon our social and economic life, offers a clue which should prove of great value to the schools in their attempts to direct social progress.

Then there are those problems for which science has not as yet offered any light on the nature of the ends desired by society or on rational means for attaining ultimate social values and possibly science, because of its very nature, will never be of help here. The very nature of society gives little promise that means and ends are not also in a state of change. Just as monarchy as the ideal form of government disappeared into the past, so may democracy be supplanted by some other great social ideal in the future.

But with or without science, choices must be made, ends must be determined, and means for attaining these ends must be arrived at, and in a democratic society the answers of the majority must be accepted as right.

Social progress becomes possible only when that majority has been adequately trained in making intelligent decisions. Intelligent decisions can

be made only by people who have been trained from childhood to solve problems of ever increasing difficulty; who demand that all sides of the question be presented; who have that quality of withholding judgment; who consider all answers as hypotheses to be tested in the light of experience; who understand the real meaning of institutions as means to an end and who are willing to criticize and examine such means in relation to the ends to be secured. This is the real job that education has to perform and to the degree that the school develops critical social intelligence on the part of the members of society, it then becomes the instrument of social progress.

Higher Education as a Means of Social Progress in the South

By James R. McCain*
President, Agnes Scott College

The South has certainly believed in higher education as a means of social progress if we may judge from the number and variety of colleges and universities which have been established. Various motives have led to the establishment of such institutions. Denominations have been more zealous in the South than in any other part of the nation. Within the territory of the Southern Association there are approximately 140 universities, colleges, or junior colleges under denominational auspices. Many of these have been considered as mission enterprises rather than as educational responsibilities. The numbers have declined in recent years, and the indications are than they will continue to decline sharply.

The number of state institutions within our territory is surprisingly large. Many of these have grown up rather than developed through any well-ordered program to meet state needs. Some of them have originated because of local pride and political influence. They have later been brought under state control by politics and they are strongly competitive with one another for legislative support and for student patronage. The number of institutions in the South has been increased because of the prevalence of separate colleges for men and women. In this region, approximately 30 per cent of the institutions are distinctively for women in comparison with 2 per cent in the Northwest and 12 per cent in the West and in the Middle States. There are both advantages and disadvantages in having so many of this type.

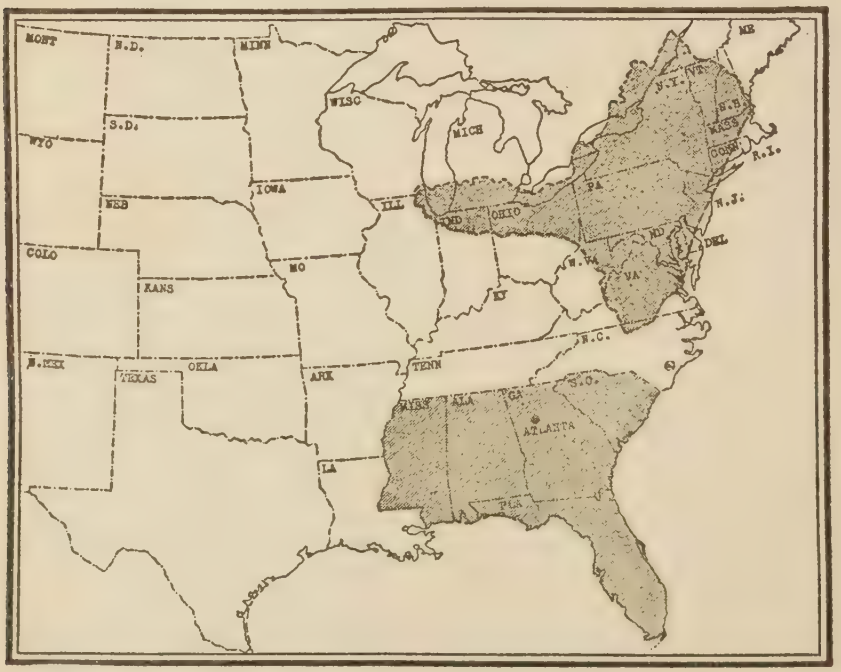
Another factor that has led to a multiplicity of institutions of so-called higher education is the necessity of providing separate education for Negroes. Still another factor has been the tendency in our section to provide separate educational units for vocational or professional training instead of having these as integral parts of a single larger institution.

* Member of Executive Council, Commission on Institutions of Higher Education of the Southern Association.

Higher education has accomplished a great deal in the South in spite of the handicap of numbers and the still greater limitations which have resulted from meager support. However, as we face the future we realize that there must be more careful planning than in the past and that the South must consciously study its educational load and educational opportunity as factors in social progress during the next few decades. With this in mind, we are venturing to make a few suggestions which we believe may aid in this much desired result.

In order to make real social progress, we need to have in the South a number of *strong* institutions. For example, in the five coast states of the Southeast—South Carolina, Georgia, Florida, Alabama, and Mississippi—there is no university yet qualified to give the degree of Doctor of Philosophy or to take outstanding leadership in the development of the section.

The accompanying map shows a striking contrast between these states and an equal amount of territory in the northeastern part of the United States.



On this map the five southeastern states have been superimposed upon the northeastern section by placing Atlanta on New York and rotating so that Florida points westward. The northeastern section thus covered contains many universities of the first rank; the southeastern section contains none which is adequately supported. The total of the endowment of private educational institutions in the northeastern section is approximately $700,000,000; the total in the southeastern section is only $26,000,000. From an educational standpoint, the Southeast has abundant opportunity for improvement.

There does not seem to be sufficient financial strength to develop universities which will be comparable to those in the East, North, and West, unless it may be accomplished through the *coöperation* of now existing institutions. If coöperation may take the place of competition, and if duplication and overlapping may be avoided, it will be possible in the South to have a few outstanding educational centers. Duke University and the University of North Carolina have made rapid progress in the Durham area. At Nashville, Vanderbilt University, George Peabody College for Teachers, and Scarritt Training School have recently accomplished a very important step toward unified and effective work. In Georgia, six institutions—Emory University, Agnes Scott College, Georgia School of Technology, Columbia Theological Seminary, High Museum of Art, and the University of Georgia in Athens—have united in an effort to develop a true university center program, and this has been encouraged by a grant of $2,500,000 from the General Education Board. Other centers are in process of organizing groups of institutions; and in several sections of the South denominational institutions are being brought into closer relation, and also state university programs are being unified under a single board or group of regents. Larger resources will enable us to engage in research in our own problems and to provide remedies for many of our ills. Stronger education in the larger institutions will result in a better tone in colleges and in high schools and even in elementary work. Better training for the ministry and for the improvement of religious conditions may be expected. Workers can be trained for social service and for the handling of labor—people who understand the South and know how to handle its people.

The second emphasis on the part of higher education which will make for social progress is to improve the *quality* of our teaching. Not long ago, Dr. Alan Gregg of the Rockefeller Foundation suggested that the motto for every college or university ought to be "Q, not Q." He explained that one of the best restaurants in which he ever ate had such a sign over its door. On inquiry, he ascertained that the first "Q" was for quality and the second for quantity. The restaurant was offering to satisfy its patrons, not simply to fill them. One of the dangers in the South is that we may emphasize bigness or rapidity of growth instead of the finer educational tests. It will probably mean restricting the number of students, but accomplishing a great deal more with those who come. The planning for social progress is usually accomplished best by relatively few people who have a great vision and who have been thoroughly trained. Higher education can make such a contribution.

The religious life of the South has always been a strong factor in its social adjustments. Among Protestants and Catholics alike, the tone of the religious life has been set largely by the clergy. The development of higher education and the training of those who will be religious leaders, whether

in a clerical or lay capacity, has already had an extensive influence and promises to be even more noticeable for the future. For the carrying on of this work, denominational schools are important. It is not essential that they be numerous, but it is essential that they be well-equipped and that they maintain high standards so that the product may command respect and be regarded as worthy of leadership. The denominational schools have other functions to serve, but this will be one of the chief contributions which may be expected from them.

Approximately one-third of the institutions for higher education in the South are colleges for women. This is in striking contrast to the proportion in the North and West, but somewhat similar to conditions in the East. Colleges for women in the United States have had a very important effect on social progress. It is largely through them that leadership for women has been developed, and this leadership has resulted in putting women on an equality with men in education, in political life, and in business. Because we are so close to the various changes in point of time, it is impossible for us to see in perspective the importance of the changes that have come. In my judgment, when historians come to write about the first half of the twentieth century, they will give small space to such events as the World War, depression, Fascism, the Nazi movement, Communism, and the like. The thing that is truly significant during this period is the emancipation of woman. We may readily admit that the results are not wholly beneficial. There are merits and demerits which must be weighed against one another. It has been, however, the colleges for women which have had the greatest influence in bringing about the changes.

With the growth of co-education and the opening of practically all the state-supported institutions to women, the necessity for separate colleges for the sexes has largely disappeared. Many of the colleges will likely die or be changed in character. It seems quite certain, however, that many will survive and that they will serve a very useful purpose in the field of social progress. The college for women is about the only outlet for women who distinguish themselves in scholarship and who need a field for developing further power and experience. The woman's college has developed unusually high standards of work, and the academic pace in the better institutions of this type is far ahead of the average of institutions in the country. Perhaps the best service which is now being rendered by the college for women is the teaching that life is unified and whole. The student government association, for example, in a college for women will cover every phase of student life, including social regulations, student-faculty relations, and even the minute details of the daily routine. The honor system of a college for men rarely deals with anything more than cheating, with possibly attention to one or two other flagrant breaches of morality. The program

of a woman's college has been teaching students to assume responsibility in the community and to concern themselves with the welfare of all concerned.

Most of the colleges for Negroes in this country are located in the South. They have served two rather distinct functions. One of these is to train for vocational service in the humbler walks of life. Tuskegee Institute and Hampton Institute have been very good examples of this emphasis. On the other hand, Fisk University and Atlanta University (with its various branches) have undertaken to give training of a high order for the more cultured Negroes who aspire to be in professional life or to become well-trained and cultured leaders of the race. The South is about the only field in which outstanding Negro scholars or leaders may find a place in which to work. The sane leadership of the institutions for Negroes and the co-operative spirit which has been shown between institutions for whites and for Negroes have been very wholesome.

As attention is more and more focussed on the problems which lead toward effective social progress and as institutions of higher education in the South become better equipped, we are confident that the impact of education will be more and more distinctly felt and will become increasingly effective.

Higher Education and Southern Problems

By Edgar W. Knight*
Kenan Professor of Education, University of North Carolina

The South has recently been described as presenting the major economic problem of the whole nation. Professor Howard W. Odum's *Southern Regions in the United States*, Professor Wilson Gee's *Research Barriers in the South*, the *Report* of President Roosevelt's Advisory Committee on Education, and the report to President Roosevelt on economic conditions in the South all throw light on this question. However accurate the description of the Southern States as "economic problem number one" may be, those who live and work and observe conditions in this section of the country know that it has many problems. Some are economic, some are social, some are political, some are racial. How can these problems be solved? How can education, especially higher education, help in their solution? What readjustments are necessary in higher education if it is to become a more effective instrument of general social improvement there? These questions should concern all people who work in education in the Southern states.

That these problems must be solved primarily by the people in these states seems obvious. It is also apparent that these problems cannot be solved at all until the facts are squarely faced by the Southern people.

* Member of Executive Committee, Commission on Curricular Problems and Research of the Southern Association.

When that step is taken, they must show a willingness to use all of their resources to get the problems solved.

Higher education has been a potentially effective resource for social progress in this country for more than three centuries. But the materials and methods of higher education have not always lent themselves to the solution of the social, economic, and political problems of the country. This has been as true in the South as elsewhere. From the curriculum of Henry Dunster, who brought it from Cambridge, England, to Harvard in Massachusetts in 1640, there appears to have been few fundamental changes in it until near the time Charles W. Eliot became president of the oldest institution of higher education in the United States. For more than two centuries the curriculum of higher education in the United States had been marked by the domination of the classics, along with mathematics, rhetoric, logic, and moral philosophy,—the seventeenth, eighteenth, and a part of the nineteenth century version of the ancient *trivium* and *quadrivium*, the so-called "Seven Liberal Arts," which had formed the curriculum of the medieval universities. These subjects were standard for two centuries or more in most of the colleges of this country; slight differences here and there only served to emphasize the similarity of the American college curriculum during that period. Prescription was generally the rule and the subjects prescribed were considered ends in themselves.

A change took place after Chemist Charles W. Eliot began, in 1869, his distinguished career of forty years as the head of Harvard. He threw his influence and the prestige of the most eminent institution of higher education in the United States toward the movement for the elective system. His address, "Liberty and Education," which was later published in his *Educational Reform*, presented convincing arguments for a more liberalized collegiate curriculum; and soon the elective system spread throughout the colleges and found its way also into secondary education.

Before the World War chaos was threatening higher education under the rampant elective system, many of whose romantic promises were unfulfilled. Meantime, there was a growing belief among many leaders in higher education that American college students needed acquaintance with "a common intellectual world" and opportunity to develop more social intelligence. The result was that many experiments began to be made with required orientation, general, or over-view courses in the social and natural sciences. Meantime, the fact of individual differences and the growing need for educational guidance among college students became widely recognized. Psychology, for example, served to give to workers in higher education, as well as workers in other fields, instruments for knowing students better. Rapid social developments brought about a need for "the integration" of knowledge. Some interesting developments in this direction have appeared in many institutions in the South in recent years.

If higher education in the South is to help solve the problems of this region, the colleges and universities must develop among their constituencies more social intelligence. There must be more opportunity for Southern college students to gain sound information about their region,—economic, social, political information.

As Dean Christian Gauss of Princeton pointed out a few years ago, the trouble is not that college alumni are born dumb but become "so in the process of the years . . . this fatty degeneration of too many alumni goes back to a vice not yet eradicated from our college system." We call them college men and women, but we require them to submit to "forced feeding" and when their supervised diet is stopped their education seems also to stop. The colleges need to make their students more nearly self-supporting intellectually and culturally, instead of giving them bad habits of intellectual dependence which seems to increase with their years. Emphasis by the colleges upon the theory that a collegiate education has a high economic value, high specialization for business preparation, and the lack of any "spiritual core" in the collegiate curriculum seem to be some of the causes of the lack of social intelligence among Southern college students and alumni. What common social ideals do they possess that differentiate them as a group from other members of the population? The living alumni of Southern institutions who have spent one or more years in the colleges and universities are probably a larger body than the Southern men under arms during the World War. But as a group, have they made anything like the impact upon Southern life that, for better or worse, has been made by the Southern members of the American Legion? If Southern problems are to be solved by college men and women, the institutions which they attend must inculcate in them a deeper sense of social responsibility.

More intelligent attention must be given to social needs in the South by those institutions which prepare teachers for the schools and colleges. The proper preparation of teachers is one of the most important tasks of higher education in the South. But schools and departments of education in the colleges and universities are the poorest of all departments of higher education in this section. In his recent report, President Edwin R. Embree of the Julius Rosenwald Fund draws sharp attention to this condition, and points out that in American democracy "teaching is the most important of all professions." But he notes that schools and departments of education "have been the stepchildren of higher education."

More intelligent coöperation between teacher-training agencies and state departments of education must be developed. Fuller recognition of the increased and increasing importance of the social sciences must be gained. State school administration in the Southern states (as elsewhere) is far behind city school administration in progressiveness, in methods, and in qualities of leadership. Strengthened state departments of education certifi-

cating teachers, and more sympathetic coöperation between such departments and the institutions of higher education would provide an unequalled opportunity for more effective educational service. Here is the opportunity to give the citizens of the Southern states sound social information and cultivate in them intelligent social dispositions and the capacity of thinking straight on social problems.

This means coöperation rather than competition among the colleges and universities. It also means a removal of the evils of departmentalism within the institutions themselves. The apparent fact that the College of Arts has been forced to surrender to the demands of individualism and utilitarianism should give higher educational leaders pause. An examination of the catalogue of almost any institution reveals the emphasis on high specialization, vocational emphasis, and the strength of departmentalism. Also, it appears that the point of view that has dominated the selection, organization, and presentation of subject matter in the colleges has not been that of general and liberal education but of technical and vocational training. It is the task of higher education in the South to serve the spirits of men and women as well as to deal with their fortunes, as Woodrow Wilson so well emphasized many years ago. Southern college students need more opportunity to learn about themselves as human organisms and the world, especially the region, in which they live and hope to make a living.

The young men and women now or recently in the colleges must, in the years ahead, help to direct the social, economic, and political policies of the Southern states and shape family and community life. The colleges need to provide for their students a broader and more intelligent general education, if these young people are to be more successful than has been the present adult generation in useful and happy social living. Otherwise how can they meet their domestic and social responsibilities more wisely than their elders have been able to do?

The continuity and health of human association in the South are more dependent now than ever before upon the right kind of education. Southern schools must help to develop in the people they serve those qualities, capacities, and dispositions that are useful for the general welfare,—intelligently thinking and acting individuals who see their noblest tasks in societal service. This democratic aspiration, which is the foundation of a really democratic school, whether elementary, secondary, or higher, asserts direction rather than destination, and means a way of life and living rather than the end of a journey. Stated another way, the main responsibility of education in the South today, under this high hope of democracy as a way of life, is to develop effective social, rather than egoistic and individualistic, persons.

The Importance of Curricular Readjustment in the Schools of the South

By K. J. Hoke*
Dean, College of William and Mary

Economic conditions in the South have long been a subject of great importance to many Southern thinkers and leaders. Men like J. L. M. Curry, Zebulon Baird Vance, Charles Brantley Aycock, Charles D. McIver, Walter Hines Page, and others during their lifetime preached the gospel of economic betterment in which education was a major factor. Within the last few months the economic conditions in the South, as the result of a comment by the President of the United States, have been discussed as a national problem of first importance. There may be reason for debate concerning the magnitude of these problems, but there can be no question about the fact that the South has economic problems which must be solved if the South is to continue to make progress.

In the solution of economic problems, change is inevitable; it is a law of nature. Without change progress would be impossible. As John Dewey has said, "Change is the primary social fact as surely as motion is the primary physical fact."[1] But change does not necessarily mean progress. "Change is a neutral concept; it implies no idea of values. Change is variation, not valuation; movement, not improvement."[2] In order to convert changes into progress, certain values must be controlled; and to control values so that progress follows change, the individuals who are part of this change must live these values. The individual must "*feel* himself capable of progress."[3]

As a working definition, we may conceive progress as a process in which biological development is aided and hastened by intelligent foresight in "the attainment of rational social ends." Progress thus conceived will be found between conservatism at one extreme, which is a tendency to leave things as they are, and radicalism at the other extreme, which is represented by "the attitude of those who desire and advocate speedy, deep, and thorough-going innovation, reform, or revolution."[4] This concept of progress insists that education must attack present day issues vigorously. In seeking the solution of such issues, the past must be searched for causes which will be helpful in understanding the present and in charting a course for future action.

The appreciation of values which are involved in progress can be devel-

* Chairman of Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools.

[1] John Dewey, "Progress," *International Journal of Ethics*, Vol. 26, p. 312.
[2] J. O. Hertzler, *Social Progress*, pp. 69-70.
[3] *Ibid.*, p. 64.
[4] A. B. Wolf, *Conservatism, Radicalism, and Scientific Methods*, p. 15.

oped in the individual. Since the education of the individual concerning values is a function of the school, the school becomes an important and necessary instrument for the conversion of change into progress in the solution of economic problems. The elementary schools, the secondary schools, the colleges, and the universities of the South have, therefore, an important part to play in the South's economic progress.

It is axiomatic that what affects the lower schools for good, affects the higher schools for good, and what affects the lower schools adversely, affects the higher schools adversely. No one of these groups of schools can by itself make its fullest contribution. Each group has its specific function to perform for the public weal and each can perform this function best when coöperating fully with the others. In the discharge of its function, the school's foremost agent is the curriculum. The curriculum fulfills the purpose for which the school is established. The curriculum is one of the school's instruments in helping the individual attain social ends. It must contain the knowledge and provide a course of action whereby the individual can gain power in manipulating himself and his own social and physical world.

Since the school must play its part in the conversion of economic change into progress, it follows that the curriculum must deal with change and must therefore be in a continuous process of readjustment. It must add new knowledge, provide new courses of action and develop new powers. A static curriculum in a changing order will by its nature retard, rather than aid, the conversion of change into progress. In this process of readjustment to insure progress the curriculum must be viewed as a continuous whole extending from the elementary school through the university. The behavior resulting from a course of action and the knowledge, such as English, mathematics, science, or any other subject, which is taught in the elementary school are matters of concern to the teachers in the university.

The university teacher of science should know what science is taught in the elementary school and also how accurate it is. He can be of great assistance in checking its accuracy. On account of the intimate knowledge of pupils' abilities, the specialist in education and the teacher know what scientific facts the pupils need and can master. The specialist in education along with the specialist in subject matter can see such knowledge in relation to the continuous growth of the individual. What is true of science is likewise true in other fields of knowledge. These three—the teacher, the specialist in professional education, and the specialist in subject matter—are partners in a coöperative undertaking. The attainment of rational social ends call for their intelligent coöperation which in turn calls for understanding and knowledge.

Since the curriculum is concerned with change, the immediate present becomes a matter for consideration. The conflicts arising out of the present-day economic and political conditions, health conditions created by new

developments in science, changed ways of living, and other conditions of the present order are a matter of concern for the school through its curriculum. In the solution of issues in the immediate present there is danger that the present will be considered without thought of the background out of which such issues grow, of seeing effects without causes, and of stimulating change without progress. Familiarity with the past is necessary to find a way for future conduct and for appreciation of values. John Dewey presents this argument in the following statement[5]:

> Just as the individual has to draw in memory upon his own past to understand the conditions in which he individually finds himself, so the issues and problems of present *social* life are in such intimate and direct connection with the past that students cannot be prepared to understand either these problems or the best way of dealing with them without delving into their roots in the past. In other words, the sound principle that the objectives of learning are in the future and its immediate materials are in present experience can be carried into effect only in the degree that present experience is stretched, as it were, backward. It can expand into the future only as it is also enlarged to take in the past.

In the interpretation of the background and its application to the issues in the present, the specialist in subject matter has an important contribution to make. The variety of such issues and the scope of information needed makes it impossible for the teacher to be authoritative on all needs. Therefore, the teacher, the specialist in subject matter, and the specialist in education must make their contributions to the readjustment of the curriculum which is to convert change into progress.

Progress in economic conditions involves changes. The school, through its curriculum, is an important factor in the direction of these changes. Readjustment of the curriculum to insure progress is necessary. Such readjustment concerns not only the schools, elementary, secondary, and higher, which society has created, but also the united efforts of the workers in these schools. Readjustment of the curriculum thus conceived will involve many agencies. The institutions engaged in the education of the teacher have a responsibility of great importance. The education of the teacher is so much a part of the continuous adjustment of the curriculum that the two must be considered as parts of a whole. The state through its constitutional powers has the responsibility of assuming leadership in the development of programs for curricular readjustment. The Southern region as a whole has problems of common interest which call for the united efforts of the educated workers in the whole area. The South is largely agricultural and its population has been made up since early days chiefly of native whites of native parentage and of Negroes. Such conditions make possible and desirable coöperative efforts of workers over the entire South.

[5] John Dewey, *Education and Experience*, p. 93.

The Importance of Curriculum Revision in the South

By Doak S. Campbell*
Director, Division of Surveys, George Peabody College for Teachers

So much has been said and written in recent years regarding the need for curriculum revision that one would think all the reasons had already been stated. The shortcomings of our present educational system have been pointed out with dramatic fervor. No type of school, no level of education has escaped criticism. We are convinced that we live in a rapidly changing social order of increasing complexity. We are discouragingly aware of the failure on the part of the schools to take account of this condition. On every hand we are confronted with damaging evidence which indicates that the curriculum fails to take account of the interests and the needs of the pupils. Indeed, even the conservatives agree that something must be wrong although they assign different reasons from those usually suggested.

The South, for reasons not always fully apparent, enjoys the distinction of requiring special consideration when any problem, social or economic, is raised. This region seems to have become the great laboratory where the hypotheses regarding every aspect of human progress are to be tried out both by the sincere student of human welfare and the curious experimentalist alike. Conscious of the flood lights of public interest that are trained on things Southern, the attitudes of Southern people range from that of stout defense and even resentment on the one hand to a frank admission of shortcomings and a desire for constructive improvement on the other.

In this connection it should be pointed out that during recent years the South has shown more interest in curriculum development than has any other section of the country. In every Southern state there has been widespread interest in the improvement of the curriculum. In practically all of the states there have been well-organized state-wide programs for the improvement of instruction in the public schools during the past eight years. In each of these programs large numbers of teachers have engaged in critical study of the status of the curriculum, the conditions and resources of the state, and the needs of the schools. They have engaged coöperatively in developing new materials and improved procedures, and in trying these out in the schools under careful supervision. Moreover, in many higher institutions, including universities, liberal arts colleges, and teachers colleges, consistent efforts to improve the curriculum have been made by their faculties.

The most recent, and in some ways the most far reaching, undertaking is

* Member of Executive Committee, Commission on Curricular Problems and Research of the Southern Association.

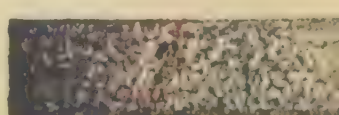
the coöperative study of secondary schools and higher institutions now in progress under the direction of the Curriculum Commission of the Southern Association of Colleges and Secondary Schools. This enterprise, now in its early stage of development, is the logical outgrowth of curriculum movements within the various states. It provides for careful planning and experimentation over a period long enough for the results to be significant. Thus, measured in terms of its scope and intensity, one may well conclude that curriculum revision in the South in recent years has been and is now considered a matter of primary importance.

Viewed from the standpoint of need, a number of factors tend to intensify the importance of curriculum revision in the Southern area. At base, the problem is largely economic. Financial support for education is notably low in the face of an unusually high effort to support schools as is represented in the tax burden citizens are willing to assume in order to maintain their schools. Where little money is available it is doubly important that the returns represent the fullest possible value. Many careful students are convinced that, even with the present financial support, the curriculum could be so improved at all levels that the returns would be considerably above those now received. Higher institutions, which are the source from which are drawn the teachers for the public schools, could in many instances improve the curriculum so as to provide much more competent persons to direct the work of the elementary and secondary schools. Much of this improvement can be made without appreciable increases in financial support. This should not be taken as an argument against increased financial support. Anyone familiar with the facts is bound to recognize that in most instances our higher institutions are not receiving support adequate for their legitimate needs. Furthermore, their financial support is far below that of comparable institutions in other sections of the country. In the opinion of this writer, however, consistent efforts to improve instruction may be one effective means of convincing the supporting public that increased support is justifiable.

Another condition which strongly indicates the importance of curriculum revision is reflected in the high student mortality in the schools. Any system of education which tends to eliminate pupils from the schools rather than to provide adequate means for keeping them in school and effectively providing for their growth from year to year could scarcely be said to have a curriculum suitable for the needs of this generation. One needs but to scan the data relative to failures, promotions, and retardation in large numbers of school systems to be convinced that there is an unjustifiable social wastage resulting in part, at least, from present curriculum practice.

These are but two of many conditions which might suggest the importance of curriculum revision in the South. In spite of the many discouraging results from efforts at curriculum revision in some quarters, it is my belief

U. OF I.
LIBRARY



that the South is making commendable progress. With continuing widespread emphasis, best ways of improvement will gradually emerge.

It may seem paradoxical to conclude this discussion by urging the exercise of due patience while our various endeavors in curriculum revision are under way. And yet, at this stage of the work in the South such caution seems timely. Curriculum development is a process. As a process, it will tend to fail if new concepts, however sound, are forced into practice before they have been sufficiently matured in the minds of both teachers and laymen.

Curricular Adjustment: A Contribution to Economic and Civic Progress

By Henry H. Hill*
Superintendent, Lexington Public Schools, Lexington, Kentucky

Schools should serve as a stabilizing force at all times and especially during periods when other agencies of society are in a state of crisis, disruption, or change. During the World War and the depression schools carried on as nearly normally as possible, thus doing their bit towards emotional and social adjustment. Paradoxically schools have ever been potential disturbers of the *status quo*. When the schools taught every one to read, they rendered improbable the kind of life which an illiterate nation lives. When they taught science, they removed some of the superstitions under which primitive peoples live and at the same time laid the foundation for the Scopes case in Tennessee.

In a democratic society schools must do what their supporters, the adult generation, instruct them to do. They can seldom be a direct action agency but can somewhat accelerate or retard the progress of society in a given direction. Those who in recent years have believed that the schools either could or should remake society have shown an insufficient grasp of the concepts stated above. That the schools can and should contribute to and accelerate those desirable adjustments going on may be accepted by progressives and conservatives alike.

If these premises be accepted as substantially true it may be asked just how curricular adjustments may contribute to economic progress in the South and what are some of the curricular adjustments which should be made in the secondary schools of the South. Certain principles should hold in any curricular revision or adjustments.

First, nothing should be done which in any material way nullifies any sound objectives now being attained in whole or in part. For example, there is an implied contract between the parents and the school, in a sizable

* Member of Executive Committee, Commission on Curricular Problems and Research of the Southern Association.

minority of cases, that the school will prepare a boy or girl for college. The parent rightly trusts this matter to the school whose employed personnel is supposed to have a professional competency in this field. An adjustment which violates this moral obligation is both wrong and unwise.

Second, adjustments must be made in the light of the personality, training, and experience of the secondary school staff. Change and progress are not synonymous. Reformers fail because they assume changed laws make changed people, whereas in a democracy a law is only as strong as the people who understand and support it. Only adjustments which the faculty are reasonably competent to administer should be attempted.

Third, adjustments must be made realistically. The nostalgic classicist lives in a pleasant pipe dream of his own imagination when he urges the schools to return to the study of Aristotle and Plato and the other great thinkers of all time. Such a vision is possible only to him who has never taught a heterogeneous ninth grade class in a public high school. When the average university staff finds it difficult to find enough professors even vaguely qualified to sit on the examining committee of that *rara avis*, the doctoral candidate for a degree in Latin, it is a bit naïve to advocate a return to the land of "never was" so far as the general public is concerned.

Fourth, a sound but vigorous attack on adjustment demands *changes* and not endless patter about their difficulties. There are now known enough adjustments sound and generally agreed upon to keep us busy for some time.

In the light of these principles certain adjustments may be enumerated, many of which are accepted as a matter of course in many progressive high schools:

1. *Progressive elimination of the usual required courses for that large majority of students who will not attend college.* Algebra, geometry, and Latin have scant value for the pupil who fails them. Even the traditional English literature course in high school is of little value to a sizable minority of present-day attendants. Most of the traditional subjects have real values for those who need or like and will master them and should be retained for such students. Their chief sin is in consuming so much time and money that the average faculty of secondary schools fails to develop valuable functional courses in English, science, consumer's education, geography, economics and the like.

2. *Introduction into the curricular experiences of secondary schools of excursions, silent and sound pictures, current fiction and story, to bring into the lives of adolescents some idea of the South and its problems.* It is not the job of the schools to solve or settle these economic and financial problems, or to preach distrust of the present economic order. It is their business to present and discuss all such problems realistically and sympathetically to permit the students to acquire as much background as possible as a basis for civic action when they become adults.

3. Either credit or non-credit review courses in functional grammar, arithmetic, and geography, and "hospital courses" in reading, spelling, and writing, to replace or supplement, for many students, the present array of book-learning, especially in the two upper grades. Much present curricular material has always been placed before children so immature and inexperienced that it was beyond their comprehension, except as memory work.

4. The change in many high schools of chemistry and physics to the consumer and appreciational type. Only college entrance credit is allowed at present for such courses; so there would be little loss to college entrants and a tremendous gain for those who are not college material. By eliminating much of the formal and traditional materials, there will be time to study the present-day South whose economic future lies in large measure in the field of applied science.

5. The introduction of more vocational and occupational study. Such courses may sometimes be trade courses, but the idea will usually be somewhat different, more along the line of the new trends in occupational adjustment.

6. The weakening of departmental lines. It may be honestly doubted whether genuinely integrated core courses in high school can ever function as well as in the elementary school, but the trend should be towards more integration and less departmentalization.

7. The concept of guidance so broadened that all functional courses—those which will be used and which modify behavior—may be conceived of as guidance in a very definite sense. The C. C. C. and N. Y. A., or their successors by another name, are here to stay. Teachers and students must understand why they are here, what they have to contribute to education and guidance. For schools unwittingly or deliberately to ignore the fact that there are 4,000,000 youth unemployed or partially employed is to invite another agency to supplement or displace the school.

8. The broadening of the curriculum to include some approach to the idea of social and economic planning, its possibilities, limitations, and challenges. No one has too much faith in planning as conceived and executed by bureaucrats or braintrusters of mediocre experience and vision, but it seems evident that the old unplanned society and economy of the farm is "gone with the wind." An age of science and industry forces planning, either that of the communists and fascists or the less technically efficient but far more humane planning of a democracy. Unless high school graduates can learn to understand and appreciate the idea of planning, they become more and more sensitive to those who understand mass psychology and little else.

9. Increased alertness on the part of high schools toward the needs of adolescents, their health, emotional adjustment, personality, and home conditions. Biology and science can serve here if enriched and taught to help the present needs of youth. Teachers of rich background with a conception of the socialized school and a human philosophy of understanding and sympathy will help

more. More personal conferences, more usable personal records, more time to let the adolescent talk to a sympathetic listener will adjust the curriculum more nearly to meet the needs of youth. In large schools more deans of boys and girls will be needed, in smaller schools the home-room teachers and principals must assume more responsibility for personal work with students. In no case can this be delegated in full to any one person.

Thirty-three secondary schools in the South are now starting on a five-year program of curriculum study better to serve the needs of youth and society. Their plans, either singly or collectively, constitute no startling departure from custom, no daring experiment. The faculties of these schools have simply dedicated themselves to much study and hard work to understand and analyze their problems more clearly and to do a better job with youth today. A year or so later many teachers and administrators will visit these schools to see and understand their problems and what they are doing about them, but every Southern Association high school may start on their own problems now. It will be an educational tragedy if all of us who are not in the thirty-three schools wait hopefully for five years to see what these schools do. Perhaps foremost in their plans has been the study of their communities and their boys and girls and then a step or two better to integrate the needs of both with considerable emphasis on evaluation. There is no rule of any association or state department or college which prevents our doing the same thing.

In any program of curriculum adjustment it is well to remember Will Durant's thesis that only through hardships and responsibility is strong character formed. Whether schools teach character education formally or follow Woodrow Wilson's idea that character is a by-product, they none the less must accept their share of responsibility for the character that is being formed. John Dewey's philosophy has made our schools generally more interesting and perhaps happier. In the writer's opinion, the essential weakness in his philosophy as evidenced by the practices of his most devout followers has been the absence of hardships and responsibility. The reference is not to the little responsibilities delegated to children in all good schools, but to the individual child's responsibility for his own success or failure, for occasionally doing the dull and dreary task, for persisting in his uninteresting assignment even when he is uninterested. In short, the boys and girls of 1939 still must learn "how to take it." Just as we have killed off formal discipline its ghost will rise to haunt us if we do not build some moral fiber into the lives of our high school students.

Curriculum modifications to fit the qualitatively poorer students of the high schools of today must be made. These modifications need not—must not—entirely eliminate difficulties which continue to provide opportunities for growth to every one. Two generations ago the difficulties offered

in high school were too great. In this generation the swing could go to an opposite extreme.

It may be asked if our original question concerning the economic order has not disappeared in this discussion. The answer is that any curricular adjustment which contributes to a better-adjusted and better-trained college entrant or to a better-adjusted and better-trained citizen puts the product of the school more in tune with the changing economic and civic order and contributes definitely to a proper understanding of the industrial age of 1939. With an understanding of the world of 1939, the move towards eliminating insecurity, want amidst plenty, and leisure time hazards is accelerated.

More and more high schools and colleges must realize that economic and social conditions will never get "back to normalcy." Science and invention refuse to stop, social understanding and progress must catch up. The present-day harsh realities of wasted natural resources, unemployed youth, and acute nationalism present a pessimistic picture, so that it is not to be wondered at if classicists long for an escape to the calmer realms of studious contemplation. But viewed in the light of the possibilities of the kind of social order now possible by those who are genuine optimists, those who see the best and work hard to make it happen, it is one of the challenging ages of all history.

It is the first time in history that mankind can produce all the food needed and manufacture all the goods necessary without the labor of youth. If it takes society a generation to adjust to this phenomenon let us remember that both society at large and the schools are confronted with something new under the sun.

A visiting superintendent a few years ago stopped at one of our junior high schools and asked two seventh grade girls where the local superintendent's office was. They weren't sure. Was it perhaps in the city hall a block away? They thought it might be but weren't sure. Conscious of the fact that they weren't passing the examination very creditably, one added as apology, "You see, the teachers don't teach us anything we don't know already." Without accepting the statement as altogether a fair picture of the Lexington schools, what a comment on our schools everywhere which fail to afford the citizens of the secondary schools—the "people's college"—a knowledge, much less an understanding, of the ordinary workaday world of business and government in which they and their parents live every day!

May the secondary schools of the South realize the double challenge contained in the opening statement: to serve as a stabilizing force amidst changing conditions in society, and, paradoxically, to provide a basis of understanding of the economic world about them as a means of accelerating desirable progressive changes in the social and economic order.

High Schools as Instruments of Social Living

By Edward Conradi*
President, Florida State College for Women

In our educational endeavors we must always remember that the fundamental problem of our schools from the kindergarten through the college is the building of life. This statement is accepted, I think, by all educators. As to the methods of securing this aim, there is a difference of opinion, a difference which we find in all our activities. We have the conservative and the progressive, and each will have his own interpretation as to what we mean by "the building of life."

The ultra-conservative is apt to live in a somewhat cloistered atmosphere which does not enable him to see the practical aspect of the modern day, and the ultra-progressive is apt to let the emotion of the moment have the right of way instead of the balanced reason which is the basal factor in a sound, progressive civilization. Neither of them will be able to give to the youth the proper leadership for charting their lives for effective living in a complex society. The youth must be guided to get the best possible insight into the problems of civilization and the contributions the arts and sciences have made and are making to the finer progressive life of today. Let the student in the high school make his or her own choice as to his or her special field of interest, but the teacher must furnish the proper leadership and guidance so that the student will learn to see clearly, think straight, and coordinate the facts he learns in the various fields of knowledge toward human well-being and happiness.

When we ask the question, "What can high schools do as instruments of social living," we must give our answer in terms of life and not merely in terms of theory, and not in terms of settled dogmatism, nor in terms of erratic reactions of the moment. We must see with the clearest possible vision what the great spirits of the past have contributed to our civilization and what the problems are that confront us and that confront the youth of today, and we must see with an even clearer vision, if possible, the life of youth such as it is. A. E. Winship, that great pioneer of his day in education, said to the teachers of the National Educational Association in July, 1926: "If you do not love children, will you please resign before school opens in September." And I would say to college teachers who are largely responsible for educating our teachers in the public schools: "If you have lost your interest in the finer aspirations and inspirations of youth, will you please resign before college opens in September."

To answer the question proposed there are two things that are necessary. In the first place, we must have teachers who have broad training and out-

* Vice Chairman of Commission on Secondary Schools of the Southern Association.

look and a deep insight and interest in youth. They must be men and women who can bring to the young people under their care the great principles of truth, beauty, and the finer life of the spirit in a way that they can understand them and give to them, on *their* intellectual level, the light of life. They must be men and women who find the joy of life in the creative work they are doing. For to build the dawn of a new vision and of a larger and richer life in the mind and the heart of a student is as precious, yea, even more so, than the choicest discovery in the research laboratory.

Teachers who are real builders of life do not find their work to be drudgery or a monotonous task. Their "tasks" and their "burdens" are as easy and as light as the "burdens" and the "tasks" that Jesus referred to when he gave to his disciples the light of life. There is no richer joy in life than to look into the face of a youth who is aspiring with a devout conviction to be loyal to the truth and to the deeper and the loftier ideals of life. And to have a share in guiding the youth in building these loyalties and ideals is not a task, it belongs to the choicest privileges of life. The real teachers are men and women who understand what President Eliot meant when he said that to build the intellectual and spiritual life into the mind and heart of youth "is a privilege which the angels of heaven might envy mortals."

Our teachers must not only be thoroughly informed as to the technique of the subject they are teaching, but they must have the best possible understanding as to what these subjects mean and contribute to life, and then must lead the students to see this. Leibnitz, one of the great pioneers in research work, said: "Whenever I find a new truth, I immediately ask 'What does it mean to life'." The subjects are not only for mental discipline, whatever value they may have in this respect, and their value from this point of view is unquestioned, nor are they for grades and credit hours only, for these latter are only teachers' estimates as to the students ability and efforts. The student must be led to see that all the physical comforts and convenience of modern civilization have been made possible by mathematics and science, the very subjects he studies in the classroom and in the laboratory. And to give the proper emphasis to the practical aspect of these scientific discoveries does not belittle nor degrade them. It is simply clarifying what these sciences have contributed toward the building of the finer life of the spirit. He must have some understanding as to what these sciences mean to the home, to agriculture, and to all the various phases of our industrial life in order that he may be able to chart his own life on a basis of intelligent and creative living.

The student must also see that the political and social activities he learns about in the classroom and the library are very much like the political and social forces that surround him today in his own community and in his own country. And he must be led to see that a proper understanding of these problems which confronted the human race through the past centuries is

fundamental for a balanced and creative life today. A proper understanding of the experiences of the human race through the centuries is a very essential factor in the building of a progressive civilization.

It is, of course, necessary for a student to learn the proper forms of composition in writing and speaking, but it is just as important, if not more so, that he learns to understand that the great writers of the past were fundamentally interpreters of life. The problems they dealt with and presented in terms of charming and inspiring beauty are the same problems that face us today. They are fundamental and eternal problems of life, and it is the teachers' task, or rather privilege, to lead the student to see this, not with a view of making a grade, but with inspiration and a deep spiritual satisfaction. He must see that these spiritual values which these spirits of the days gone by have presented are, in the words of Robert Milliken, "the real values of life." For truth is as fundamental in the life of the spirit as it is in the creative processes of the cosmos with which science is dealing.

It is also essential that students get a proper appreciation of beauty, beauty in art, in music, in handicraft, and also beauty of environment. Beauty in its essence is a fundamental aspect of truth. It is, as a great scholar has put it, that part of the triad (Truth and Beauty and Goodness) which causes the knowledge of truth in the cosmos to express itself in terms of the finer life of the spirit. That naturally active and creative life on the part of the child and the youth must be stimulated and guided so it will express itself as much as possible in terms of beauty, for a proper sense of beauty is a basal factor in a cultivated life. One of the great philosophers of the modern day once said that when his study of philosophy had a tendency to make him feel depressed, he placed himself in the presence of uplifting and inspiring music as the best means to lift him out of his depression. The same can be said of all phases of art.

Moreover, an environment of beauty has a charming influence on the life and conduct of youth. When that great educator, Emerson E. White, in his younger days was principal of the Cleveland, Ohio, high school, it was housed in a dilapidated old building with a very poor environment. He said disciplinary problems were endless and annoying. Then Cleveland built a new high school building, one of the best in that day; and he said disciplinary problems almost vanished. That same principle will, of course, apply to a beautiful home, and students should be led to see what the fundamental necessities are to make a beautiful home and should be assisted to apply practically these principles to their own homes. We must never forget that an appreciation of beauty, including beauty of environment, is a fundamental factor in the education of our children and our youths.

Students in our schools must also have proper guidance in the problems of health. They must learn the fundamental facts concerning contagious diseases and the principles of proper nutrition and apply them in practical

everyday living. They also must have the best facilities for recreation under the guidance of a thoroughly trained teacher. Proper recreational facilities are as necessary for children as properly equipped libraries and laboratories. Recreational activities are a natural and an essential part of young life. Give to young people first-class facilities for a normal recreational life and the results will not only be manifest in good health, but the problems of conduct and discipline will vanish and the crime record in later years will seriously lessen. Moreover, recreation cultivates that finer social phase of life which is so essential for human happiness and well-being.

In the second place, in addition to good teachers, we must have the necessary equipment. As stated above, the first need is high-class teachers, but the teacher should not be handicapped by lack of equipment. There should be adequate library facilities, both as to books and magazine supplies, and as to room space. There should be adequate laboratory facilities for the study of science and for the handicrafts, and all equipment should be so adapted that the student can be taught to see what these studies and activities mean to life today. There must also be adequate equipment for studios for the fine arts and for music. Art and music are sometimes looked looked upon as frills. This is a wrong attitude. A proper sense of beauty is an essential part of a beautiful life and of a progressive civilization, and the contribution which the great artists of the past have made to our civilization are an important part of the history of the race and should be studied as such.

A real problem of the high school in its aim to be an instrument of social living is not to give lightweight vocational training at the neglect of basal principles of good citizenship. But the real problem is to give to the students the best possible insight into life such as it is, both as to its successes and its failures, and to direct their studies and activities in science, in history and social studies, in literature, and in art in such a way that, on the basis of a knowledge of the contributions which the finest and best men and women have made and are making to our civilization, they will have the best possible adjustment to the social and industrial life in which they are living. These are the fundamentals of good citizenship which will express themselves always not only in selfish desires and gains, but in terms of the common good, in terms of social welfare, or the "general welfare" as specified in the fundamental law of our land. On the basis of such knowledge and insight and principles of good citizenship students should, of course, have first class guidance in their vocational field, so that on their own choice and initiative they will be able to enter some phase of activity in the world at large with proper preparation and with proper outlook for success.

Education and Social Progress

By Charles A. Brown*
Associate Superintendent, Birmingham Public Schools, Birmingham, Alabama

The *Report on Economic Conditions of the South* prepared by representatives of the South is bitter medicine. Let us hope that it is also good medicine and that it will aid in curing the ills described in the report. The favorable part of the report says in substance to Southerners: "You live in a great region with the highest percentage of native-born population in the United States. You have a proud heritage. You have resources unparalleled by any other section of this country. You have one-third of the nation's farming land, a temperate climate, ample rainfall, and excellent transportation facilities. You have 40 per cent of the nation's forests, one-fifth of its coal supply, 27 per cent of its hydro-electric generating capacity, nearly two-thirds of its crude oil, and more than two-thirds of its natural gas. You lead the world in naval stores production. The birth rate of the South exceeds that of any other region, and the excess of births over deaths makes the South the most fertile source for replenishing the population of the United States. . . . The paradox of the South is that while it is blessed by nature with immense wealth, its people as a whole are the poorest in the country."

The favorable part ends with the explanation that it was not intended as a presentation of the "manifold assets and advantages possessed by the South, being concerned primarily not with what the South has but with what the South needs." Then follows in some of the various sections of the report a statement of the South's problems: lack of capital and credit, soil conservation, control of water supply, wages, education, health, housing, working conditions, development of natural resources, and some others.

Basic to the solution of the economic problems are capital and credit. The report says: "There has never been enough capital and credit in the South to meet the needs of its farmers and its industry. . . . Lacking capital of its own, the South has been forced to borrow from outside financiers who have reaped a rich harvest in the forms of interest and dividends. At the same time, it has had to hand over control of much of its business and industry to investors from wealthier sections."

The problem of education is largely dependent upon the solution of the economic problem. In the South the proportion of productive workers to school children is much lower than elsewhere in the country. In 1930 there were ten adults to six children as compared to ten adults to four children in the North and West. "In the rural regions of the South, particularly, there is a marked disparity between the number of children to be educated and the means for educating them. . . . In 1936 the rate of

* Member of Executive Council, Commission on Institutions of Higher Education of the Southern Association.

natural increase in the population was greatest in the Southeastern and Southwestern sections of the United States, precisely where the lack of educational opportunity is already most pronounced. . . . The South must educate one-third of the Nation's children with one-sixth the Nation's school resources. According to conservation estimates, the per capita ability of the richest state in the country to support education is six times as great as the poorest state. . . . For the Southern states to spend the national average per pupil would require an additional quarter of a billion dollars." The South's difficulties in providing school facilities is a national problem.

To improve educational opportunities for youth, secondary schools and higher institutions are confronted with many other perplexing problems, the solution of which is commanding the earnest attention of school and college administrators, teachers, and thoughtful citizens. The relatively rapid and far-reaching social change through which we are passing has affected all social institutions and has made increasing demands on education. In the midst of all the discussion and confusion nothing has yet shaken the faith of our people in education as an indispensable instrumentality of social progress. The principle on which our democracy was built was enunciated by the founding fathers in the Ordinance of 1787: "Schools and the means of education shall forever be encouraged for the promotion of good government and the happiness of mankind." As a nation we believe in representative government, in freedom of speech, in religious toleration, and "the right to life, liberty, and the pursuit of happiness." These are the essentials of the democratic ideal which we wish to insure to all our people.

Our early political leaders placed "emphasis on public education as a promise for the fulfillment of the democratic ideal, as an instrument for making democratic government adequate to the exigencies of society, and as a corrective for the 'evils' of the wider democracy brought about by the extension of the suffrage." Horace Mann offered public education as the supreme hope for wise and just decisions. To settle issues correctly he insisted that all must unite "in some noble plan to give to another generation fitter attainments, greater capacities, and that without which all other means are worthless—minds free from prejudice, and yearning after truth." It was repeatedly argued in those days "that public education would develop good citizens, calm popular distempers, and make the success of democracy possible." Later, when public education was actually established, it was insisted that it should "be made democratic and universal, that it might serve as a steadying influence against the excesses of popular tumults in government, as an agency for the assimilation of aliens, and as a means of assuring equality of preparation for economic opportunity." Certainly

the founders of the public schools hoped to realize in America a noble social dream with liberty, justice, and welfare for all.

Within the limits of this article there is not space, even if there were the ability, to trace the historical development of educational readjustments that have been made to meet the new interests and ideas as they have developed in our history. As Beard points out, "Thus far the popular institutions of government founded in the eighteenth century, and widened into the democracy of Jackson and Lincoln have survived. Indeed, they have been extended. . . . Other institutions of democracy, such as initiative, referendum, recall, and direct primary, have been grafted on the original stock. . . . The development of democracy has continued unabated in America."

The relatively simple governmental functions of the earlier period have been supplemented by a bewildering variety of social services practically undreamt of in the early part of the nineteenth century. American society is no longer of the fairly simple order of agriculture and manufacturing: "it is a highly complicated association controlled by a close mechanism of working rules, public and private, which must be effectively observed to assure anything like an adequate functioning of either economy or government. The opportunities and responsibilities of the individual in this society are correspondingly complex. Coping with them calls for specialized knowledge and a strong spirit of good will." The problems of government and social being have not been solved for all time—some have gone so far as to advocate that teachers should assume the role of leaders and direct the reorganization of the economic and political systems. According to Judd, this view "is a misconception of the function of schools whose chief business is to prepare people to make intelligent judgments on social problems. A people properly educated will act on questions of public policy through the constituted channels of local, state, and national government. It is not proper for the educational system to attempt to control policies of the state and nation. Education trains minds to operate with clarity and independence. Education is a phase of civilization, not the whole."

Whether or not teachers should assume the role of leaders in the direction of economic and political systems, to this group of professional workers is intrusted one of the most important functions of modern society—education. While the ultimate control of educational policy rests with the people, the public expects the profession to advise it with respect to the provisions that should be made for the schools and as to the program of education to be offered. In his *Civic Education in the United States* Merriam writes: "Of all the agencies of social training the school emerges as by far the most important in our time and country. The remarkable increase in expenditures, personnel, and intelligence devoted to the educational institutions of our

time mark this as the focal point in the effort to prepare the next generation for participation in social life."

To provide teachers capable of carrying out the demands made on the schools will require not only a longer period of training than many of those now in service have had but an improved quality of preparation. To place highly qualified teachers in the classroom is a responsibility shared by school administrators, training institutions, and legislative bodies which set up the standards and provide the necessary funds.

In 1931 the U. S. Office of Education reported that the education of the most typical teacher of America was limited to a two-year college or normal school preparation. Only one in three was a college graduate. Gaumitz in his study of rural school teachers reported that one in seven had not completed more than three years beyond elementary school. We are probably many years removed from a minimum standard of four years of college preparation for all teachers. However, with the rapidly increasing supply of trained teachers, a minimum standard of four years of college and specialized training is being required in many urban communities. Indeed, some communities have already adopted a five-year standard for teachers in junior and senior high schools.

The *Thirteenth Yearbook* of the Department of Superintendence of the N. E. A. points out certain administrative measures which, if made effective, would insure better qualified teachers. Among these suggestions, are:

(1) *Increasing minimum qualifications.* This is largely a matter of convincing the public as to the superior advantages of well-trained teachers.

(2) *Increased certification requirements.* In some states requirements have lagged far behind the qualifications actually possessed by trained teachers.

(3) *Increased professional control of appointments.*

(4) *The elimination of "pressure" in connection with the appointment and discharge of teachers.* School administrators find this one of the most difficult of their many problems. Fortunate is the community in which public opinion looks upon the selection of teachers as a professional undertaking.

(5) *Adequate salaries.* "In the judgment of more than 94 per cent of the educational leaders canvassed by the Year-Book Commission, the teacher should be paid a salary which will make it possible for his family to live as well as the average well-to-do family in the community."

There are other administrative measures, such as improved tenure conditions, pension and retirement provisions, improved supervision, and adequate programs of in-service training which if made effective would aid materially in enabling teachers to meet the newer social demands of education.

The teachers in the schools are trained in the higher institutions. The high schools must look to the higher institutions for trained teachers. Many institutions meet this responsibility, some do not. In some instances in institutions engaged in the training of teachers, the educational philosophy

is fundamentally different from that upon which the high school objectives rest. Teachers who come from such institutions will have to be trained in the new philosophy on the job with consequent delay. To be prepared for meeting the needs of the new social and economic order they should have "broad general scholarship, social insight, and unusual preparation." Packer recommends that opportunities "for liberal education in all social studies, science, and arts, regardless of the individual's special interest, be included in the program of every student." He would permit no specialization for high school teachers below the senior college level and would require a high level of mastery in the major field of interest and in professional training. He recommends that prospective teachers should be selected not only on the basis of intelligence, scholastic achievement, and ability to develop a rich basis of culture and understanding, but as measures of professional competency are developed, they would be applied to reveal the student-teacher's interest in children, his personal fitness, character traits, and other characteristics essential to teaching success. The Education Policies Commission recommends that: "The general education of any worker in the field of education should acquaint him with the various institutions and forces that influence modern life and with the dominant current trends and issues in the main areas of learning—sciences, letters, philosophy, sociology, and economics, as well as in the creditable work now being developed in technical training."

Progress is slow. However, with more adequate support of the schools and the higher institutions, with the continued development of a philosophy of education in keeping with the democratic ideal, with teachers better and more broadly trained, with a curriculum in the schools that more nearly meets the demands of the time, we can look hopefully to contributing in some degree to social progress.

Education as an Instrument of Social Progress in the South, I

By T. Q. Srygley*
Assistant Superintendent, Port Arthur, Texas

Recently I heard a teacher remark, "The thing which exasperates me is that the school expects me to cover a unit of work when sixty per cent of my classes have hookworm. I also know that they come to school poorly fed, poorly clothed, and that many of their homes do not even have screens. I have visited sick children and have found flies thick in the house. Some of these homes do not even have sinks in the kitchen. Yet the school is spending money for public address systems and athletic equipment. I am about ready to give up." This statement not only implies what is being

* Vice President of the Southern Association of Colleges and Secondary Schools.

done but very strongly points in the direction of what has to be done. Dr. H. L. Donovan, President of the Eastern Kentucky State Teachers College and President of the Southern Association of Colleges and Secondary Schools, recently said:

"The South has been referred to as the number one economic problem of the nation. Whether this is true or not may be a matter for debate. But there is no debating the question that the South does have serious economic problems. Of this fact every person living in the South should be made aware. We shall attack our economic ills only when we become conscious of these problems. Wasted lands will be redeemed, forests will be replanted, natural resources will be developed, political and economic rights will be secured, and abject poverty will be eliminated only after we have educated a generation in the wise use of weapons that will conquer these economic ills that infest our region today. In this battle for a higher standard of living and culture, the school is an instrument of social progress of tremendous potential possibilities. It is the purpose of this program to teach us how to use this instrument more effectively in attaining the more abundant life for our people."

There is one sentence in this statement which is a real challenge to school people of the South, namely, "In this battle for a higher standard of living and culture, the school is an instrument of social progress of tremendous potential possibilities." Before we can ascertain the extent of that which the schools have to accomplish, we must know some of the problems which face us and also some of the difficulties which we must overcome. Many of our Southern leaders live in environments which are not representative of the entire South. In describing the South it is interesting to note how some writers define it. Erskins Caldwell,[1] author of *Tobacco Road*, has said:

"The South has been shoved around like a country cousin. It buys mill ends and wears hand-me-downs. It sits at second table and is fed short rations. It is the place where the ordinary will do, where the makeshift is good enough. It is that dog town on the other side of the railroad tracks that smells so badly every time the wind changes. It is the Southern Extremity of America, the Empire of the Sun, the Cotton States, it is the Deep South, Down South; it is The South.

"This is the place where anybody may come without an invitation and before the day is over be made to feel like one of the home folks. Scientists with microscopes and theologians with Bibles come to the South to tell it what is wrong with it, and stay to buy a home and raise a family. Gaping tourists come to pick its flesh to pieces, and remain to eat fried chicken and watermelon for the rest of their lives."

Undoubtedly the South is a place of the rich and the poor, the best and the worst, and as *The Report on the Economic Conditions of the South* prepared

[1] Erskine Caldwell.—*The Atlantic*, November Issue, 1938, p. 617.

for the President points out, it is a place which educates one-third of the nation's children on one-sixth of the nation's school income. A total endowment of Southern Colleges and Universities is less than the combined endowments of Harvard and Yale. In Arkansas in 1933-34 the average teacher's salary was $465 and in New York State $2,361. The annual individual wage in the South was $865, elsewhere $1,219. The farmer's gross income was $186, elsewhere was $528 in 1929. Of the eight million Southern families, four million urgently need to be rehoused. It is shockingly in need of improved medical care, with pellagra and other diseases taking a heavy toll. The South spends less on school, buys fewest books, and subscribes to the fewest magazines.

"One-tenth of the native white adult population of the state which claims to be the leader in the South is illiterate. 250,000 native born white people in sheer illiteracy are reported in eleven Southern states and 110,000 of these in Louisiana, North Carolina, and Tennessee. The University of Illinois spent for books for the library in 1927-28 more money than the combined expenditures for the same purpose by the universities of nine Southern states. The libraries of the University of California and the University of Illinois contained 160,000 more volumes than the libraries of all Southern state universities."[2]

"The average annual school term of all the forty-eight states was greater by nearly a month and one-half, that is, nearly thirty days every year, than the annual term provided by the Southern states. That is, in some Southern states some school terms were five months, for only one hundred days a year. A third of the children in the state that was probably the most advanced of all the Southern group had an opportunity for only six months of schooling a year. That is to say that children received only two-thirds as much schooling as those in educationally advanced states."[3]

In connection with the solving of the South's problem, many suggestions have been offered. One person has said that "perhaps the most urgent need is adequate medical care and next education, not only in the class room but outside of it; the kind of education that creates community opinion in favor of collective bargaining for the neighbor; the abolition of the child labor; and employment under undesirable conditions for everyone."[4]

As educators, we, of course, are interested in just what part the schools should play and will play in overcoming the difficulties which face the South. President Donovan has indicated clearly that everyone living in the South should be made aware of the conditions. The job of publicizing the conditions of the South can be aided by the Southern Association. It can also be aided by school people in general.

---

[2] *Culture in the South*—U. N. C. Press, 1935, p. 215-216.
[3] *Ibid.*, p. 213.
[4] "The Plight of the South"—*The New Republic*, Aug. 24, 1938, p. 61.

Since there are so many illiterate people in the South, it seems that the biggest job which faces the school people is that of helping to give adequate directions for the type of education which the South should receive. It should be clear to everyone that the South cannot finance a program of education to meet the needs of its children. We have realized for years that even the South's wealth is not taxable by the states themselves. It has been said that a greater part of the wealth of Texas is owned on Long Island, that the only agent which can tax this wealth is the United States Government. Therefore, the logical agent which can help finance the program of public education in the South is the United States Government.

It also seems logical that one way of finding and eradicating many of the problems in connection with education is to try to set up a system of adequate schools in the South. Whether the schools are operated through city, county, or state systems is not as important as it is to provide children with the type of schooling which they need. American education has developed in the United States from the college down. It seems that any logical plan for bettering the educational facilities in the South should start with elementary schools and work upwards. While the high school and college need not be overlooked, the greatest need seems to be from the standpoint of elementary schools. If, during the next ten or twenty years, an adequate elementary school system could be established in the South, many of the conditions which have been pointed out by various surveys could be eradicated. The reaching of all children with an adequate elementary school would be a most desirable goal in the years to come. Through this system many of the problems of health, housing, and illiteracy could be successfully solved.

The elementary school has all of the possibilities of meeting the greatest need of children and adults. One might wonder how adult illiteracy could be solved through a competent elementary program. These elementary schools might be centers for radio instruction. With the development of power lines, better housing conditions, and the development of radio, inexpensive radio sets could be had by every home, and people could be taught by the radio when they probably could not actually attend school. Within the next few years if the elementary school would utilize all the available scientific inventions, and if teachers could be trained to meet adequately the conditions under which they will work, the elementary school could contribute to a great degree to the needs and interests of both the children and the adults of the South. The elementary school would then become a real instrument of social progress; and if every six-year-old child in the South could receive at least eight years of schooling for nine months each year, the transformation would produce a foundation upon which higher education and society could firmly stand in solving their problems.

The secondary people and the college people might feel some hesitancy

in standing for a program of this type, but this is one sure way of making high schools and colleges more efficient in creating a better demand on the part of the people for better high schools and better colleges. It is interesting to note that much publicizing is being given to the declining birth rate in the United States, while figures show that in the South the birth rate of the rural families is not declining and there are thousands of children who have never entered an elementary school. If all children could enter the elementary school, the housing of the elementary, high school, and college students would probably be inadequate for the next twenty-five years. Of course success of education depends largely on the successful solution of some of the outstanding economic problems, but at the same time education has a great responsibility in meeting the needs of the people in the South.

Education as an Instrument of Social Progress in the South, II

By M. R. Hinson*
Professor of Education, Florida State College for Women

On June 22, 1938, President Roosevelt addressed a letter to Hon. Lowell Mellett, Executive Director of the National Emergency Council, requesting the council to undertake the preparation of a statement of the problems and needs of the South, and suggested that the council request the assistance of Southerners "well known for their interest in the South and familiarity with its problems." *The Report on Economic Conditions of the South* came as a result of this request. The report was drafted by members of an advisory committee of eminent Southerners from eleven Southern states and was submitted by the National Emergency Council to the President on July 25. It was this report that led Mr. Roosevelt to make the statement, so much maligned by some of our Southern editorial writers, that the South is the number one economic problem of the nation.

It was perhaps this report more than anything else that led Dr. Donovan, President of the Southern Association of Colleges and Secondary Schools, to select the title of this article as the theme for the program of the 1939 meeting of the Association. This *Report on Economic Conditions of the South* should be read by every thinking man and woman in the Southland. Anyone who loves the South and has the best interest of her people at heart will read it with conflicting emotions. Its summary of our economic resources will make us swell with pride, but the picture presented of how these resources have been and are being exploited, depleted, and in some instances completely destroyed, will bow our heads in sorrow and shame. The discussion of the unfair differentials in freight rates that cut us off from competing on an equal basis for Northern markets will tend to raise our ire as will

* Member of Executive Committee of the Southern Association of Colleges and Secondary Schools.

the yoke placed upon an agricultural South by the protective tariff on manufactured goods.

Emotional reaction alone, however, will avail little to remedy our economic plight. We of the South are a proud people, but our pride has sometimes been of the foolish variety. "Pride goeth before destruction and an haughty spirit before a fall." Had we been a little less proud, haughty, and a little slower to anger the holocaust of 1861-1865 might have been averted, as well as many of our present ills. Certainly we will not improve our condition, economically, socially, or politically, by refusing to admit facts. We cannot by resenting any statement of our economic conditions, such as those pointed out in the aforementioned report, transfer any one of these statements from the realm of fact to that of fiction. Only by becoming aware as a people of our deplorable economic conditions and their social concomitants can we ever hope to remedy them.

We firmly believe that when (but not until then) the people of the South and of the nation become universally and acutely conscious of the economic, social, and political problems of the Southland, these problems can and will be solved. We say advisedly that the nation as a whole must become acquainted with these problems, for as President Roosevelt and the report itself point out, the economic unbalance existing between the Southeast and the rest of the United States is a national, as well as a regional, problem. The removal of this economic unbalance will open up Southern markets for the Northern and Western sections of our country; and the removal of freight rate differentials and the high protective tariff will allow Southern goods to flow more freely into other markets of the country and increase the purchasing power of the Southeast for goods from other sections of the country. Again, much of the economic loss in the South from floods and erosion have their origin in the North and West due to deforestation and bad farming practices in Pennsylvania, West Virginia, Ohio, and Minnesota, as well as those states along the Missouri and other tributaries of the Mississippi. It is apparent then that this problem cannot be solved by the South alone or in the South alone. The same is true in the case of some of the evils growing out of absentee ownership of lands and industries, because Northern capitalists own much of this land and many of these industries.

It is one of the functions of education in the South to see that the rank and file of our citizens are made acutely aware of the economic conditions of the South and to develop in them an attitude of determination to do something to remedy those conditions. Mere *knowledge* of conditions will not solve the problem, but knowledge plus the aroused determination to find and apply the remedy will. It will not be easy. It will require time, careful planning, coöperation of leaders and those in the ranks, perhaps a little less rugged individualism, and the application of the highest ideals of

citizenship. Much that must be done will not bring economic returns to those of us now living. It must be work of an unselfish and altruistic nature, benefiting more those who come after us than those of the present generation. The development of ideals in our citizens that will cause them to give of their time and talents for the benefit of future generations is a part of the task of the educational program for rehabilitation of our beloved South—in fact, the most important as well as the most difficult part.

This is a real challenge to all our educational forces—the school, the press, the pulpit, our service clubs, the radio, the news reel, and all other instrumentalities of education. Aroused public opinion is a tremendous force for good or evil, and past experience in our history bears out the fact that the educational forces pointed out above can arouse public opinion to the point of coping with almost any emergency. We can, through the agencies of education at our command, "discover" the South for our people, as Jonothan Daniels puts it, and through these same forces we can arouse our people to an active resolve to find and apply the solutions of our vexing problems.

It is true that we of the Southern Association of Colleges and Secondary Schools do not control all the educational forces outlined above, but we can do much in our schools and colleges. We can well afford to give less time to some of the more formal and traditional elements of our curricula and more to an attack upon the vital problems that must be solved if future generations are to inherit a land of potential plenty rather than one so ravished and depleted that it is beyond hope of restoration. Authoritative sources point out that only geologic ages can restore much of our once productive land. Certainly most of the next few generations will not starve, but if we do not cease our reckless exploitation of our natural resources, not many generations will pass before not only our Southland will be beyond repair, but our nation will be impoverished and we will have sunk to a third- or fourth-rate power in the councils of the world. This is a startling statement to make, but anyone who will take the time and trouble to inform himself will agree that it is not grossly exaggerated.

School men of the Southern Association can do more than attack this problem through curricula and teaching within academic walls. Many of us are members of service clubs that will welcome a discussion of local, regional, and national economic problems. Many of us are invited to speak before women's clubs, at conventions, and to civic and service clubs. Many of us make contributions to magazines and other publications, and we have friends among editorial writers whom we can interest in various phases of the Southern problems. In fact, there is almost no educational agency among us that we cannot influence and employ in some way if we are determined to do so.

The writer is not so pessimistic as this may sound. He has implicit faith in the American people and the people of our own South. He believes

that the forces of education will rise to the occasion and meet the challenge. It can and will be met, however, only if the forces of education present a united front and give a larger place in their programs to the education of present and future citizens to an informed realization or "discovery" of these problems, arouse them to a need for action, and help point the way to solutions.

This program has, in fact, already begun. Some of our states—Florida among them, I am proud to say—already require that courses in conservation of natural resources be offered in the state institutions of higher learning and that these courses be taken by all prospective teachers. All public high schools of Florida include in their curricula some work in conservation. It is too early to evaluate the results of such efforts. They are but beginnings—beginnings, it is hoped, that will grow until an aroused, intelligent, and informed public will present a united front in its attack upon the economic and social evils that beset us.

Education, in its broadest sense, is the only instrumentality through which social progress can be made in the South, or in any other section of our nation, or any other nation. But education is a two-edged sword. We can also educate for social regression. Education that enhances prejudicial points of view is of this variety. Let us of the Southern Association of Colleges and Secondary Schools bend our every effort to make that education for which we are responsible in the South such that it will definitely make for social progress—removing forever from our midst prejudiced attitudes with reference to Southern problems and that other stumbling block to progress, false pride. Let us get our ostrich heads out of the sand and face facts, pleasant or unpleasant. This way only lies progress, social, political, or other.

Historical Section

This section continues the policy of the QUARTERLY in publishing as rapidly as possible sketches of member schools and colleges. Preference is given to schools whose membership dates back more than twenty years, because these schools—aside from the fact that their long membership identifies them for a longer period with Southern Association history—have usually been older schools with more of history to lose if an early record is not made. The QUARTERLY is glad, however, to have sketches of all member schools and to publish them as promptly as it can. In such articles *stress facts*, and take time to get them.—EDITOR.

Ward-Belmont High School

By SUSAN SOUBY
Teacher of English, Ward-Belmont School, Nashville, Tennessee

Ward-Belmont High School, the preparatory unit of the Ward-Belmont School for Girls, is the lineal descendant of the preparatory departments of Ward Seminary and Belmont College. These schools, "uniting and continuing" the best in the traditions of both, combined in 1913 to form Ward-Belmont School.

Ward Seminary was the elder of the two institutions by twenty-five years, having opened its doors on the first Monday in September in the year of 1865 under the principalship of Dr. William E. Ward, whose foresight and courage no one who considers the history of that period can doubt. Nashville and its environs had suffered greatly in the War Between the States, and many of the schools that had flourished before the four years of strife could not reopen. Knowledge of these conditions and of the need for a good school determined Dr. Ward to undertake what must have seemed almost a superhuman task, for in those hard years he had to finance the school without endowment.

A building at the corner of Cedar and Sumner streets known as the Kirkman residence was secured, and here the school began its career with six boarders and forty day students. However, by March of that first school year, Dr. Ward was so sure of the success of his undertaking that he purchased the Bryan property on Spruce Street, now Eighth Avenue, which with additions and improvements continued to be used until 1913. From

the beginning it was Dr. Ward's idea to give his students the best that the school could afford in buildings and equipment. In the old-fashioned, courtly language of his day, he explained his theory: "The idea cherished by the principal is, that in order to refine young ladies, they must live and move in a refined atmosphere. Everything addressing the senses or perceptions should be refining. This secured, and with thorough instruction in books, it is reasonable that a young lady in the course of several years' residence will be accomplished."

In the beginning classification was too uncertain for an exact distinction between preparatory and collegiate departments, but Dr. Ward's educational aims were clear. At the first commencement exercises on June 15, 1866, he said:

"Education in the South being now adapted for utility more, perhaps, than ornament, must be far more thorough than formerly. In a careful review of the course of study prescribed by twenty of the best institutions in the United States, I have compiled a course for this Seminary equal to any of them. If the standard is high, it is certainly demanded. So well convinced was I of this fact that in prescribing the course of study, I introduced the Latin language free of charge to all. . . . Above all things at the present day we need solid education."

These early pronouncements of Dr. Ward on the value of beautiful surroundings and the necessity for employing the best and most advanced in curriculum so that a solid education might be assured laid a foundation that the school in the succeeding years continued to build on and provided a heritage that Ward-Belmont today treasures.

The Seminary continued to grow with each passing year, and the curriculum was enlarged as the need developed. The course of study for the preparatory department comprised "spelling, reading, writing, mental arithmetic (Robinson's) through the common multiple." Instruction in the various branches of music and art was offered. No statement of the qualifications of faculty members is made in the early announcements of the Seminary, but Dr. Ward's instructions to his wife (sent from the East, where he was making a study of other schools prior to opening his own) to get an excellent faculty justify the belief that all the persons connected with the Seminary were qualified to give excellent instruction. The school compared favorably with older schools for women.

For twenty-two years Dr. Ward conducted his school without any outside aid, and at his death, General John Eaton, United Commissioner of Education, said: "As an individual educator, Dr. Ward has had greater educational success—i.e. built up a larger school with his unaided exertions, without endowment—than any other man."

Dr. Ward's death occurred while he was returning from a trip to Europe in the summer of 1887, but his school was so well established that its con-

tinuation was assured. Dr. J. B. Hancock, who had been president of Maple Hill Seminary near Lebanon, Tennessee, was made principal and served in this capacity until 1890, when the school was purchased by the Presbyterian Co-operative Association of Nashville, the Reverend B. H. Charles, D.D., being elected as principal. Dr. Charles served until 1893, resigning in that year to resume his ministerial work. Dr. John Diell Blanton became the next president of Ward Seminary.

By 1890 the enrollment of the school had increased until it numbered more than a hundred, and under Dr. Blanton's direction the curriculum was further enlarged. The music and art departments were outstanding, and great care was paid to physical education, a fully equipped gymnasium being provided. Dr. Blanton continued Dr. Ward's ideal of "Christianity without sectarianism" and sought to make the Seminary an ideal Christian household where "culture of the heart held place alongside of culture of the mind."

In 1907 some additional property, known as Ward Place, was purchased. It was several blocks distant from the main school, but was near enough to be used as living quarters for some of the faculty and students and to furnish space for outdoor athletics. The city had grown so steadily since the beginning of the school that the old property was now in the midst of the business section, and it seemed wise to look for a suburban site. The consolidation with Belmont College in 1913 solved this problem, for with the merging of the two schools came the removal of Ward Seminary to the beautiful campus on which Ward-Belmont is now located. This campus had been purchased in 1890 by Miss Susan Heron and Miss Ida Hood from the Acklen family as the site for the college they established in that year. It was a beautiful country estate, known as Belmont, with a large mansion, a number of buildings, and extensive grounds. The name "Belmont" was retained, and though the school was known as Belmont College, it also had a preparatory department where "training to develop power" was the aim.

During the twenty-three years that Miss Hood and Miss Heron directed its policies, the school grew steadily and was highly successful. In 1913 they decided to retire and sold the school to a corporation, Belmont College being then united with Ward Seminary. The first president of the new institution was Dr. Ira Landrith, who served only one year. He was succeeded by Dr. Blanton, who remained with the school until his death in 1933. At that time Dr. John Wynne Barton became president, and at his death in 1936, Mr. Andrew Bell Benedict, the present executive, succeeded to the presidency.

Today the central building of Ward-Belmont is that same mansion of the great estate of Belmont. It stands upon the crest of a hill and toward the south faces the beautiful forty-five acre campus, where statuary, wrought-iron summer houses, boxwood, and magnolias are reminders that this was

once a formal garden. The mansion itself, with its wrought-iron balconies, its stained glass windows, its beautiful marble mantels with great French mirrors above them, and its handsome furnishings of rosewood and mahogany, is visible evidence of the culture and grace of the past that Ward-Belmont combines with the best in modern educational procedure to give its students the opportunity of intellectual development in an environment of beauty.

The central building is flanked by modern buildings, harmonizing in architectural design, that are used for class rooms and dormitories. One of these, known as Heron Hall, is occupied by the high school boarding students and is presided over by a hostess, who serves in the capacity of a mother. Also resident in the hall is a sponsor, who advises and assists the girls in matters of government and discipline.

The girls live under a modified form of student government, administered by two groups, the High School Council and the hall unit, assisted by a high school faculty advisory board. The hall unit is responsible for all routine matters of discipline. The Council handles cases which are serious, flagrant, or persistent. The hall unit gives demerits which accumulate. When a girl has reached a specified number of demerits, she is called before the Council, which discusses her offenses with her and imposes a penalty. No action of the Council is effective, however, until it has been approved by the advisory committee, which consists of the dean of residence, the sponsor of the hall, and one high school teacher appointed by the president of the school. Under this system, responsibility is shared by students, advisory committee, and administration. Among the day students, one council interprets and enforces the regulations of the student government. On this council are representatives of both the college and the high school.

Additional opportunities for the development of leadership are offered in other campus organizations, such as the Y. W. C. A. and the Athletic Association. As a member of the first, a girl has opportunity for social service work, and through the Athletic Association every girl may engage in as many sports as she is interested in or has time for. Hockey, tennis, archery, swimming, bowling, basketball, fencing, baseball, track, and riding are offered.

For those students who are especially interested in music, there are the glee club and the orchestra ; and for those interested in creative writing, the Penstaff, a high school club designed to encourage such work. The departmental clubs—Art Club, Spanish Club, German Club, Latin Club, and French Club—are open to high school students as well as to college students if they have passed certain requirements. The high school also has representatives on the staff of each of the three school publications : the *Hyphen*, the school paper published weekly ; the *Chimes*, the literary magazine ; and *Milestones*, the school annual.

One of the ideals of Ward-Belmont is the well-rounded development of each girl, and to help attain this ideal a club system was instituted which provides natural and pleasant social contacts. There are fourteen of the clubs, ten for boarding students and four for day students, the membership of each club including both college and high school students. Every girl in school belongs to one of these clubs. The set-up for the two groups is of necessity somewhat different, as the regular meetings of those for boarding students are held in the evenings, while those for day students take place during the school day. Also the social activities for the first group are more elaborate and numerous than those for the second group, as the social life of day students is cared for largely by their homes. Each of the clubs for boarding students has its own club house, a beautiful little building of white stucco with a red tile roof, located in "Club Village" on the lower campus. On a different part of the grounds, one large building is given over to the day student clubs, each one having its own club room. There is competition among the clubs for athletic, scholarship, and citizenship awards, the boarding and the day students having separate citizenship cups but contending for the same athletic and scholarship cups.

In addition to the cultural advantages of Nashville itself, Ward-Belmont offers to the students an "artist series" which brings to the school auditorium each year outstanding artists of concert and stage. Each year several trips to points of interest throughout the country are made. Some of these have included Mammoth Cave; Washington, New York, and Niagara Falls; Charleston and the Magnolia Gardens; and the Natchez Pilgrimage.

The faculty of the Ward-Belmont high school department is made up of trained teachers of experience and culture. Many have the A.M. as well as A.B. or B.S. degrees.

The curriculum is varied. Special emphasis is placed on the regular academic studies, since most of the students are preparing for entrance to college. However, courses suited to different tastes and aptitudes are offered. There are classes in art, dramatics, and home economics, and one or two units of credit is granted in each of these, and also in music if the course is taken in conjunction with either musical appreciation or theory. The Ward-Belmont Conservatory of Music is a member of the National Association of Schools of Music. The faculty is very strong; and the department is equipped to offer courses in piano, organ, violin, harp, and voice.

The Ward-Belmont High School of today shares with the college unit of Ward-Belmont School the use of the well-equipped laboratories, the up-to-date libraries, and the splendid gymnasium. Under the leadership of the present executive, assisted by Miss Annie Allison as principal, the school continues the ideal of "solid education" set up by Dr. Ward in 1865.

The Academy of Richmond County

By Charles G. Cordle
Head of History Department

Before the American Revolution there was little or no effort made by the government of the colony of Georgia to provide educational facilities at Augusta, though there were a few private schools at various times. In 1780, however, the legislature of the State set up a board of five commissioners to lay off lots and streets in vacant lands above and below Augusta and instructed them to reserve a lot on Broad Street for houses of "public seminaries and schools." But Augusta was soon recaptured by the British, and the commissioners accomplished nothing. Accordingly, on July 31, 1783, the legislature, then in session at Augusta, passed an act creating another board of commissioners. These commissioners were instructed to lay off public lands into one-acre lots and to offer them for sale at public outcry. From the funds thus raised they were directed to build a church and then to establish an academy or seminary of learning. In time these commissioners, or Trustees of Richmond Academy, came to exercise a variety of functions, which Joseph R. Lamar thus summarizes in his account of the Trustees of Richmond Academy:

"The original Act did not designate the duties of the Board, which subsequently paid little attention to the doctrine of *ultra vires*, and from the date of its creation exercised all manner of powers, many of them diverse, and, from our present standpoint, inconsistent and incongruous. It performed many functions—municipal, educational, ecclesiastical, commercial. It was a city, school, church, and business organization. It laid out the town, numbered the lots, named the streets, built the church, rented the pews, elected the rector, managed the academy, chose the teacher, bought the books, prescribed the course of studies. It regulated the cemetery, chose the sexton, and fixed his fees. It owned the ferry and granted fishery rights; it controlled the public wharf, ran a lottery and repaired the river banks. It straightened the road from Sand Bar Ferry to Rae's Creek and narrowed Broad and Greene streets. It furnished a state house for the legislature, and a court-house for the state and federal judiciary. It provided the Masons with a lodge room, and the Governor with a residence. It paid filial duty to the University, and entertained for many months President Meigs, while he was waiting for the building in Athens to be completed. . . ."

So well did the Trustees perform their duties that the Academy of Richmond County is one of the few academies surviving today out of the 583 chartered by the State.

Having in the beginning nothing but land, the Trustees raised funds by

the sale of lots and made plans to erect the church and the academy on adjoining lots where Fort Cornwallis had stood. There they did erect the church but for various reasons were unable to build the school. Finally, becoming impatient, they purchased two buildings on Bay Street between the present Third and Fourth streets and prepared at length to open the Academy on April 12, 1785. As the account in the minutes of the Trustees reads:

"The Board having consulted upon the employment of a Master for the Academy, and Mr. William Rogers, late of the State of Maryland, having been well recommended, as being of good fame, and sufficiently learned in the sciences, the Board contracted with & appointed the said William Rogers, to be master thereof, in manner, and upon the terms following.

"That they assure and engage to pay said Wm. Rogers the sum of two hundred pounds, sterling, for one year, to commence from the second tuesday [sic] in April next, by quarterly instalments, in lieu of all other perquisites and considerations except the use of the buildings & Garden.

"For which the said Master shall give his whole time, shall teach the latin, greek and English languages, and the common practical branches of the Mathematics, according to the rules as established and practiced in the Seminaries of learning in the United States.

"Resolved, that, to indemnify the Board and the fund of the County, the following sums be demanded for education.

"1st. Children in the first stage, learning letters, orthography and reading, four dollars per quarter.

"2. Children in the second stage, learning the principles of english [sic] grammar and Cyphering, five dollars per quarter.

"3. Persons in the third stage, learning the latin or greek [sic] language, or any branch of the methamatics [sic], ten dollars per quarter.

"Resolved that the said Master be empowered to employ a teacher of the scholars in the first degree, for a sum not exceeding fifty pounds, for one year, subject to the control of the Board."

In accordance with the resolution just mentioned, John Griffin was elected teacher. Before many months he found it impossible to live on his salary of fifty pounds a year, and the Trustees raised it to seventy-five. The Trustees soon after employing the teachers had placed with a local merchant an order for text books in languages, mathematics, history, and geometry, and a few scientific and mathematical instruments.

As Augusta was but a small town near the frontier, the school grew but slowly. In 1789 it had only forty-nine pupils in the three classes. On May 20, 1791, President Washington, then on his Southern tour, visited the Academy and was received with the usual fulsome orations and declamations. Among the speakers was Augustin Smith Clayton, then seven years and four months old. The president was so well pleased with his reception that on

his return to Philadelphia he sent to the young orators a group of books as a memorial of his esteem. To young Clayton was sent a copy of Sallust's *Catiline and Jugurthine Wars.* But despite the blessing of presidential approval, the Academy did not prosper; the buildings were decaying; funds were running short; and at the end of the year 1798 the school was closed.

Though forced by circumstances to close the school, the Trustees kept in mind the idea of reopening the Academy in a more commodious building in a more convenient location. Accordingly, they began work on a brick building on the southern side of Telfair Street between Centre and Washington streets. By November 1, 1802, the work was so far advanced that the school could be reopened. In the new building the pupils were to study in the first class, English grammar, oratory, composition, geometry, algebra, trigonometry, surveying, logic, natural and moral philosophy, astronomy, Latin, and Greek; in the second class, reading, writing, arithmetic, English grammar, oratory, and geography; and in the third class, reading, writing, arithmetic, English grammar, and oratory. The new Academy so prospered that by 1815 there were employed two teachers in the classical department, two others in the English department, and three in the female department, which was assigned to a distinct part of the building, and which was dismissed at a different time from the boys' department.

Feeling the need of a school during the summer, when most of the patrons were on the Sand Hills to avoid the heat of the town, the Board of Trustees, after receiving authorization from the state legislature, opened July 1, 1816, a branch academy on the Sand Hills. At first this school was kept open only during the summer months, the rector of the Academy changing his residence to the Sand Hills. Eventually the school, which became known as the Sand Hills Academy or the Summerville Academy, was kept open practically the whole year. After the war for Southern independence it was turned over to a separate body of trustees. It continued in operation until a few years ago. Its site is now the location of the William Robinson School.

After 1815 the Academy of Richmond County continued its rapid growth until in the middle 'thirties it reported a total enrollment of 437, a number not again attained until nearly a century later. At that time the course in the classical department, which prepared for the sophomore and even the junior class at the University of Georgia, consisted of Latin and Greek, together with arithmetic, algebra, geometry, trigonometry, oratory, and composition. There was a boarding department in the Academy building in charge of a teacher. Boarding pupils were kept under strictest supervision, not even being permitted to leave the campus without special permission.

In 1850 the academy trustees began seriously to consider raising the Academy to the rank of a college, to be known as Tubman College. They secured authorization from the legislature; but they were disappointed in the

expectation of an annuity of ten thousand dollars from the city of Augusta and reluctantly abandoned the project.

After 1850 the Academy rapidly declined in numbers. For two years, it seems, the school was closed for repairs. During that time the Reverend John Neely conducted in the building the Augusta High School for Boys. When the Academy reopened in 1856, there were only two teachers; one of these dropped out in 1860 for lack of students. Finally in 1863 the academy building was taken over by the Confederate government as a hospital, and the school was closed for several years.

In the early Academy the school year ran from April 12 to April 12. Between 1808 and 1888 the school and calendar years coincided. Still later the scholastic year began October 1 and ended the following August. At first there was a vacation period of two weeks at the end of each quarter; after 1807 the month of September took the place of the quarterly vacation. In 1818 the vacation was lengthened by the addition of the last two weeks in August. The hours, too, would appear long to the student of today. Between October 1 and April 1 the school opened at eight-thirty and closed at five; between April 1 and October 1 the hours were from seven-thirty to six. Both summer and winter a dinner recess was given, lasting from twelve to two-thirty. Not until about 1880 was the single session introduced, which closed at two o'clock.

At first there were few formal rules, but by 1819 necessity had caused the formulation of a formidable set of rules of conduct, which cover five typed pages. This code not only regulated the activities of pupils during school hours but also attempted to prescribe their behavior off the campus and even on Sundays. Pupils, according to these regulations, were required to assemble on the campus not more than fifteen minutes before the opening of school. While waiting, they were forbidden to play unless special permission were given. When the doors were opened, the students were to march into the building by classes with the most advanced grades in front. When a teacher entered a classroom, pupils were to rise and face towards the center. Whenever a teacher passed a group of pupils at play, the latter were to suspend their activities until the teacher was gone. If a student damaged shrubbery or building, he was to pay for the damage; if the culprit could not be discovered, the cost of repairs was apportioned among all the students. Corporal punishment was forbidden except for obstinate and continued violation of rules. Instances of inferior delinquency were to be entered in a special book and reported at stated intervals to the Trustees. A pupil who neglected his opportunities was to be reported to the Trustees and also to be given another quarter to show improvement; if he still would not learn, he was to be barred from the Academy and not be readmitted until his parent or guardian presented satisfactory evidence of his reformation. Outside of school hours all pupils were required to

maintain a respectable deportment toward all persons. They were forbidden to divulge outside school what took place within the school. They were to attend religious services on Sunday and might be required to present a certificate of such attendance. Persons habitually immoral were barred from the Academy. Immoralities such as profane swearing, lying, theft, drunkenness, Sabbath breaking, fighting, cock fighting, obscene language, and frequenting vicious company were liable to the censure and reproof of teachers; and incorrigibility in this regard was punishable by expulsion.

From two to four times a year public examinations were held, which might last two or three days. For them public notice was given in the newspapers, and tickets might be issued to the students taking part. Specially invited guests such as President Washington on his visit to Augusta, the governor and his council (when Augusta was the capital of the State), the mayor and the city council, and other distinguished citizens attended. During the examination questions might be asked by the teacher, by a committee of the Trustees, or even by citizens in the audience. Under such circumstances, as was natural, some students would play hookey. To put an end to this practice, the Trustees voted to bar from the Academy all students absent from examination without adequate excuse. The examinations would be followed by an "exhibition" consisting of orations, declamations, and even dramas. Prizes were awarded for the best performances; and if all the students did well, they might be rewarded by a holiday of one day or even a week.

Tuition was regularly charged, even for many years after the Richmond County Board of Education began to operate the Academy. Usually, too, a fee of fifty cents or a dollar was charged during the two winter quarters for supplying fuel.

From August, 1863, until the fall of 1867 the academy building was beyond the control of the Trustees. At first the campus was used as the site of a Confederate military hospital. Temporary wards were built on the grounds, and the academic building itself was used as headquarters. When Federal troops occupied Augusta, they took over the hospital facilities and soon began to use the academy building as military headquarters. This use continued until the fall of 1867, when at last the building was returned to the Trustees.

Serious attempts were made to reopen the school. Col. George W. Rains, an eminent engineer and chemist, who had erected and managed the Confederate powder mill in Augusta, was chosen as regent. With him were associated a number of ex-Confederate officers, and the Academy was reopened January 1, 1868. In 1870 there was a reorganization; the post of regent was abolished, all the professors were made equal in rank, and Col. Rains was made chairman of the faculty. There were then two departments, the scientific, and the classical and English. The pupils in the sci-

entific department had the advantage of the use of Col. Rains' collection of scientific apparatus plus that of the Medical College of Georgia, where Col. Rains was professor of chemistry. Under these conditions the school grew rapidly; in the year 1873-1874 it enrolled a total of 223 students. In the next year a commercial school was added. In 1875 the teachers made an arrangement with the Richmond County Board of Education whereby the Academy was to serve as the county high school, the pupils were to be admitted free of charge to their parents, and the teachers were to be paid from county funds for the high school pupils. But this arrangement lasted only a short time. In 1882 a military department was organized under Captain J. O. Clarke as instructor. The upper west hall of the Academy was fitted up as an armory. After a few years, however, the military department was abolished.

In 1898 George P. Butler, a graduate of the Richmond Academy, returned to the institution as teacher and commandant of the revived military department. For many years before and after his coming the student-body fluctuated in numbers between one and two hundred. In 1909 the academy trustees entered into a contract with the Richmond County Board of Education whereby the latter was to pay the salaries of the teachers, while the trustees used the income of their funds for upkeep and equipment. Now the Academy began to grow rapidly, especially when tuition was removed a few years later. A fifth year, of college grade, was added, so that students after completing it could enter the sophomore class at the University of Georgia and the Georgia School of Technology. When the old City Hospital was abandoned for more commodious quarters toward the western part of the city, the hospital building reverted to the academy trustees. The building was converted into a dormitory, which housed about thirty boarding pupils in charge of a teacher. As the Academy continued to grow, rooms in the dormitory had to be converted into classrooms, until at length the structure ceased to be used as a dormitory. The old Medical College building, which also reverted to the trustees, was transformed into a technical building where shopwork, drawing, and commercial subjects were taught.

As the Academy reached the limit of its quarters, proposals were made to erect a $200,000 structure on the campus on Telfair Street. For lack of money this plan was never carried out. At length a county bond issue was voted, from which $300,000 was to be used for erecting a new Academy. The trustees agreed to add to this sum $100,000 which they had invested. Various sites were proposed, including the location of Paine College and the site of the present aviation field. Through the efforts of Major Butler a site was selected to the west of Baker Avenue, in what was then a swamp. The city donated the land. The county road force drained and filled in the swamp. An enormous building, sufficient, it was supposed, for all requirements for at least twenty years, was erected. Shrubbery was planted

around the building and on the campus, which was secured through the voluntary efforts of students soliciting contributions among the people of Augusta. In 1925 the Richmond County Board of Education, with the authorization of the state legislature, founded The Junior College of Augusta by the addition of another year of college work to that already given in the Academy. To the new academy building both the Academy of Richmond County and The Junior College of Augusta removed in the fall of 1926. The enrollment of both institutions increased so rapidly that the two study-halls had to be cut up into classrooms, and the auditorium had to be used as a study-hall. In the scholastic year 1936-1937 there were in the Academy 1,049 students, and in the Junior College 256, 1,305 students in all in a building planned for a thousand. At length in the fall of 1937 the Board of Education, with the assistance of P.W.A. funds from the federal government, let the contract for the erection of a twelve-room addition on the western side of the present Academy building, which was occupied in the fall of 1938. If the present growth of the Academy continues, in a few years these expanded quarters will be outgrown.

PRINCIPALS OF THE ACADEMY OF RICHMOND COUNTY, 1785-1938

William Rogers, master 1785-1787
Samuel Chandler, senior tutor 1788-1789
Augustus Baldwin, senior tutor, rector 1789-1792
William Rogers, rector 1792-1793
Rev. Joseph Wilson, rector 1794-
Charles Tait, rector 1795-1797
William H. Crawford, rector 1798-
Clement Early, senior tutor 1802-1804
Rev. Washington McKnight, rector 1804-1805
Rev. John R. Thompson, rector 1805-1808
Aaron J. Boags, rector 1809-
Rev. William T. Brantly, rector 1809-1811
James St. John, rector 1811-1814
Rev. John R. Thompson, president 1815-1816
Rev. John Finlay, rector 1818-
Alvah Wilson, rector 1819-
Rev. William T. Brantly, rector 1820-1824
Mr. Rennie, rector 1825-
James P. Waddel, rector 1825-1832
Thomas S. Twiss, rector 1833-
Rev. Henry Reid, rector 1834-1835
W. Ernenputsch, rector 1836-1851
Rev. John Neely, rector 1851-1854
Col. George W. Rains, regent 1867-1870
Col. George W. Rains, chairman of the faculty 1870-1886
Col. C. H. Withrow, principal 1886-1910
Major George P. Butler, principal 1910-1925
Major George P. Butler, president 1925-1930
James Lister Skinner, president 1930-1937
Eric W. Hardy, president 1938-

Glimpses Into the Story of Phillips High School

By J. Eli Allen
Mathematics Teacher, Phillips High School

Public education began in the village of Birmingham in 1873. A group of people assisted by Col. J. T. Terry and Mayor James R. Powell started a movement that secured $3,000 for the erection of a four-room building at Sixth Avenue and Twenty-fourth Street, North, which had its first opening on March 1, 1874.

In 1883 Dr. John Herbert Phillips was employed to grade and establish a system of schools for the young metropolis. Before the coming of Dr. Phillips there was but one public school in Birmingham. Although it was supported in part by tuition fees, it was called "The Free School," later "The Main School," and still later the Powell School in honor of Col. Powell. The present Powell building was erected in that site in 1887. Prior to 1883 this free school had about 200 pupils. In November, 1883, two more white schools were opened—one at Avenue C and Eighteenth Street, South, and the other at Sixth Avenue and Eighteenth Street, North. At the same time a school for Negroes was opened at Second Avenue and Fifteenth Street, North.

In September, 1883, in one room of the four-room Free School, Dr. Phillips organized the first high school class in Birmingham. The first year it was called simply the "High School Class" and later the Birmingham High School. In 1910 when Greater Birmingham was formed by the consolidation of its suburbs, the school became the Central High School; and after Dr. Phillips' death it was fittingly named the John Herbert Phillips High School.

In September, 1938, therefore, this high school began its fifty-sixth year of service to the people of Birmingham. Its record of achievement is a notable and an honorable one. The story of this high school with an interpretation of significant changes is a history of secondary education for more than a half century. This paper does not purport to be such a story. It merely attempts to record a few of the vicissitudes through which the school has come, to pay a small tribute and measure of devotion to a few of the modest educators who have served so faithfully and so well, and to present some part of this school's record of progress down through the years. Many changes have been made in organization, in curriculum, and in methods of teaching, keeping always abreast with the remarkable growth of secondary education in this country. The number of courses of study has increased from one with no electives to seven courses and a very wide range of electives and extracurricular activities for the training of boys and girls in habits of cooperation, loyalty, leadership, and service to the com-

munity. Its program aims to develop the whole individual and fit him for finding a useful place in society.

Almost from the beginning this high school has been widely patronized. In his annual report for 1890-91 in some comments on this high school, Dr. Phillips said, "In our high school *all ranks of society* and untold future possibilities enter upon a course of higher education from which some at least would be debarred but for the existence of this institution. The high school justifies and emphasizes the proud claims of our American democracy." From that day to this Birmingham has had a continuously greater per cent of its population attending its high schools. While in 1890 only about four of each 1,000 persons in the city were enrolled in the high school, we had ten per 1,000 by 1911, twenty per 1,000 by 1919, and more than forty per 1,000 since 1930. Few, if any, cities can equal or surpass this record of per cent of population enrolled. Someone has said that the high school is the people's college. Our high school with its broad patronage is quite truly their hope and their opportunity.

In 1883-84 the "High School Class" occupied one room of the four-room elementary school building located on Sixth Avenue, North, at Twenty-fourth Street. The high school spent the next year in an old exposition building in what is now Woodrow Wilson Park. The school then boasted of being the only coeducational high school in the state occupying a separate building. In 1885-86 for five hundred dollars a year the city rented the second floor of the old Wright Building on Nineteenth Street at Third Avenue where Woolworth's now stands. The Post Office occupied the first floor. It was here in a small room adjoining his office that Dr. Phillips established by means of membership cards the first public library in this city.

In 1890 the Board of Education rented the Enslen Building located on Twenty-first Street where the Ridgley Apartment building is now. The building was not suited for school purposes but after alterations it housed the high school, the superintendent's office, and the public library for many years. Because of over-crowding, the superintendent's office and the library were moved to the city hall in 1902.

After living in unsuitable rented quarters for more than twenty years, the school, early in 1906, moved into its first real home in a building erected for high school purposes. That building occupied about one-eighth of the present site on Seventh Avenue and Twenty-fourth Street, North. It had twenty-three class rooms, two lecture rooms, two commercial rooms, four science laboratories, seven shops, a sewing room, a cooking room, a lunch room, a gymnasium, a library, and an office. It had a seating capacity of 935. There were only about 700 students in 1906, but about 1,400 by 1910 when it became Central High School, and about 2,000 by 1917. After 1911 the first semester pupils were housed in the Paul Hayne building across town.

In February, 1918, the Central High School building burned and for five

and one-half years the school was housed in the Paul Hayne building, the Birmingham Medical College building, and in several rented buildings near the Hillman Hospital. The front half of the present magnificent building was dedicated in 1923 as John Herbert Phillips High School in honor of its founder. The school ran two sessions per day until the rear half was completed and occupied in September, 1925.

It has been truthfully said that an educational institution can be no greater than its personnel. In the high school probably more than in any other institution the teacher is the school. It is well, therefore, to give a brief statement concerning a few of the many men and women who labored here in former years and lived a part of the story that is Phillips High School.

The school began its useful career under the guiding hand and the scholarly tutelage of Dr. John Herbert Phillips. He was the founder of the Birmingham School System and established this, the first high school in this city. From 1883 until his death in 1921 he was superintendent of the Birmingham School System. He was in 1883 the first principal and the first teacher in the high school. To the end of his life he evidenced a fatherly interest. It was his custom to leave his busy office and come each week to contribute a part to the Monday morning assembly program. His talks were along lines of instruction, inspiration, and guidance. Sometimes he would present a selection from literature, and at other times bring lessons from mythology or history or modern life. Fortunately many of these Monday morning talks are preserved for us in a book which he wrote and entitled *Old Tales and Modern Ideals*. He dreamed and planned for a new and better high school building. And after his death a grateful people erected this present building as a memorial to the city's benefactor.

Dr. Phillips established the Birmingham public library system. About 1885 he collected some books and set up a library in a small room adjoining his office. The collection soon grew to about 2,000 volumes and was, about 1890, opened to the public with fees for its support. This nucleus was the beginning of the Birmingham Public Library. In his will was found a bequest for our school libraries.

Dr. Charles Bowles Glenn, a graduate of Auburn and of Harvard University, became Dr. Phillips' efficient co-worker in 1899. After a period of service as principal of the Paul Hayne School, he became assistant superintendent in 1908. Since Dr. Phillips' death in 1921, Dr. Glenn has administered the Birmingham school system and has done much to vitalize the instruction and training given in our schools. Our plan of character education is an example of a type of work that he has instituted. Much of the fine spirit of this school system is due to him. He has given much state and national service and ably filled the office of president of the American Association of School Administrators.

Nine men have served Phillips High School as principal. Edgar C. Wing-

field, Dr. Phillips' assistant the first year, became principal in 1884. He resigned in 1886 to accept a position at the University of Virginia. Dr. Phillips said that Mr. Wingfield's popularity with the students was due to the fact that he could not see their faults. George E. Brewer was elected principal in 1886 but resigned before the opening of school to become superintendent of the schools of Talladega. N. Dunham Van Sycle served as principal for one year, O. F. Barth one year, and W. K. Brown for two years. In 1890, when the school moved to the Enslen Building, A. C. Moore became principal and served till 1898 when he resigned to continue his studies in the University of Chicago. He was succeeded by J. B. Cunningham who died in service November 12, 1907.

Dr. Charles Allen Brown, a former teacher in the high school and for ten years principal of the Henley school, came to the high school principalship in 1907. It was during his administration that Greater Birmingham was formed. The school became Central High School and grew in enrollment from about 700 to about 2,900, and the curricular and extracurricular activities were greatly extended. Dr. Brown became associate superintendent of the Birmingham school system in 1921, where he now serves. He has given much public service including a term as president of the Southern Association of Colleges and Secondary Schools.

Mr. C. J. Going became principal of the high school in 1921 after serving ten years as assistant principal in charge of the Paul Hayne section. He has served as principal longer than anyone else. Nearly three-fourths of the 8,600 graduates of the school have received their diplomas from Mr. Going. Both the curricular and the extracurricular activities have been extended in his administration, keeping the school abreast with the advance of modern secondary education.

Course of Study and Organization

When the high school was established in 1883 it, like most schools of that day, offered only one course of study for its students. At that time one thought of graduation only when he had learned all the topics that his school offered him. The first class graduated in 1885 after two years of study of English, Latin, mathematics, and history.

In 1884-85, Dr. Phillips published a three-year course of study—probably the first published in this state. The course as revised and made effective in 1886 was as follows:

First Year: Rhetoric, Latin, algebra, general history, geography, and physiology.

Second Year: Latin or German, geometry, trigonometry, composition, civics, natural philosophy, botany, and chemistry.

Third Year: English and American Literature, Latin or surveying, spelling, English grammar, geology, and astronomy.

The school year was divided into three terms. The first term began on the third Monday in September and ran fourteen weeks. The second term began the first Monday in January and ran twelve weeks. The third term began the first Monday in April and ran ten weeks. This division of the year was probably made to conform to the text books used. They studied Steel's *Fourteen Weeks in Chemistry*, *Fourteen Weeks in Geology*, etc. (A year of physics or chemistry was not offered until 1893.)

The following text books were in the high school in 1886: Venable's *Arithmetic*, Harvey's *English Grammar*, Maury's *Geography*, Westlake's *Speller*, Venable's *Algebra*, Kellogg's *Rhetoric*, Allen and Greenough's *Latin Grammar*, Hutchinson's *Physiology*, Swinton's *General History*, Davies' *Elementary Geometry*, Davies' *Trigonometry*, Chase and Stewart's *Caesar*, Chase and Stewart's *Virgil*, Townsend's *Civics*, Steel's *Natural Philosophy*, Steel's *Geology*, Steel's *Botany*, Rolfe and Gilbert's *Astronomy*, Shaw's *English Literature*, and Goodwin's *Greek Grammar*. McGuffey's readers were in use in the elementary schools.

In 1886, the local German Club employed the much loved Wilhelm Surman as a teacher of German and added that language to the high school course. Greek was offered as an option for science. The Birmingham *Age-Herald* of October 27, 1889 said: "In the high school the pupil enters upon a course of study covering three years work in Latin, German, natural science, advanced mathematics, and higher English. . . . Every male member of the first three graduating classes attended the University of Alabama and made the honor roll there."

In his report for the year 1886-87, Dr. Phillips said: "A well selected library is undoubtedly one of the most efficient aids to school work. I have for some time urgently advocated the establishment of such a library for the benefit of teachers, pupils, and the public generally. I am glad to report that a good beginning has been made." The *Age-Herald* on December 17, 1888 said, "The library contains 40,000 books." (Probably 4,000 —as Dr. Phillips' report for 1898-99 said the library had 6,228 volumes.)

In 1890-91 the following four courses of study were offered:

1. *English-Latin course:* English, mathematics, science, history, Latin, and astronomy;
2. *English-German course:* English, mathematics, science, history, German, and astronomy;
3. *College Preparatory courses:* English, mathematics, Latin, history, science, and Greek;
4. *English-Commercial course:* English, mathematics, stenography, penmanship, bookkeeping, civics, and political economy.

Prior to 1890 the school day began at 8:30 A.M., had a recess at noon, and closed at 2:30 P.M. From 1890 to 1906, the school day opened at 8:30

A.M., had a short recess at 10:30 and at noon, and closed at 2:00 P.M. In 1894 the school year was reduced from nine months to eight months but the nine-month term was restored in 1899.

In 1893 the school became a four-year high school. The eighth grade was transferred from the elementary school and the school system was organized under a 7-4 plan. In 1923 the legislature changed the age of admission from 7 to 6 and the Birmingham system was organized on the present 8-4 plan.

About the turn of the century, the courses were renamed and organized as follows (The number of years offered in each topic is indicated.):

1. *General course:* Latin (4), mathematics (3), science (4), (physiology, physical geography, physics, chemistry, geology, and astronomy), history (1, general history and history of England), German or Spanish (2) as a substitute for science.
2. *Scientific course:* English (4), German or Spanish (2), science (4), mathematics (3½), history (2).
3. *Classical course:* Latin (4), English (4), Greek (2), history (1), mathematics (4), science (1).
4. *Commercial course:* English (4), mathematics (2), phonography (2), bookkeeping (2), commercial arithmetic (1), political economy, commercial law (½), German or Spanish (2).

Vocal music and drawing were elective in all courses. Mechanical drawing was added in 1902.

The following text books were in use in 1902:

English:

Essentials of English—Welch.
Composition and Rhetoric—Lockwood & Emmerson.
History of English Literature—Halleck.
History of American Literature—Mathews.

Latin:

First Year—Collar & Daniel.
Latin Grammar—Allen & Greenough.
Caesar—Allen & Greenough.
Cicero—Allen & Greenough.
Latin Composition—Moulton.

History and Government:

General History—Myer.
English History—Montgomery.
Southern States of the Union—Curry.
Alabama History—Brown.

Mathematics:

Academic Arithmetic, *Academic Algebra*, and *Higher Algebra*—Wells.
Plane and Solid Geometry, and *Trigonometry*—Wentworth.

Science:

Applied Physiology—Overton.
Elementary Physical Geography—Davis.
Elements of Physics—Gage.
Elements of Chemistry—Reese.
Geology—Le Conte.
Lessons in Astronomy—Young.
Elements of Botany (Southern states)—Bergen.

Greek:

Greek Grammar—Goodwin.
First Greek—White.
Zenaphon's *Anabasis*—Goodwin.

German:

First Year German—Keller.
Second Year German—Keller.
Tranmerian—Leander.
Historische Enzahlinger—Hoffman.
Fluch der Schonheit—Riehl.
Deutsche Novellten—
Schiller's *Marie Stuart*.

Spanish:

Practical Course—Monsanto & Languiller.
El Capitan Veneno—Alarcon.
Dona Perfecta—Galdos.

Commercial:

Handbook of Phonography—Graham.
Essentials of Bookkeeping—Goodyear.
Commercial Arithmetic—Packast.

High School Ideal Song Collection.
Webster's *Academic Dictionary*.

The first mid-term promotions were made in February, 1904. In 1905, the courses of study were organized into eight semesters of work and promotion by topics was introduced. Sewing for girls and bench work for boys were added to the course in 1905; cooking, wood-turning, iron forge and machine shop or manual training came in 1907. The Reserve Officers Training Corps was added in 1918.

Since 1922 the following seven courses are offered with a wide range of electives in each:

1. Arts Preparatory.
2. Science Preparatory.
3. General Course.
4. Manual Arts Course.
5. Home Economics Course.
6. Commercial Course.
7. Music Major Course.

Promotion and Marking

In 1886 promotion was attained by making a mark of 85 or more on all topics for a full year. There was, however, a provision that a pupil making below 85 but more than 75 in one topic could have a re-examination at the opening of the next year to determine his classification. By 1898-99 a pupil could be promoted if he made 80 or more on all topics for the year. Semi-annual promotions were not provided until 1904 and promotion by topics came in 1905. At the same time, the passing mark was lowered to 65 and a provision for exemption from examination in topics in which the student had an average of 90 or more. Later the exemption grade was 85.

In 1920-21 a system of homogenous grouping was established. Pupils were placed in A, B, or C groups on the basis of their marks for the previous semester. The "A" groups were expected to do more than average work, the "B" group average and the "C" group only the minimum essentials. Because of administrative difficulties, the plan was abandoned after two or three years.

In 1936 the present marking system was introduced. The mark of "A" is earned by a student doing excellent work and making some original or outstanding contribution to the class work. Above the average student receives a "B," the average student a "C," and one doing only the minimum essentials a "D." A mark of "F" indicates that the student should repeat the course. Pupils making "D" are not recommended for college.

Extracurricular Activities

Students' Clubs and Dates of Organizations:

Aglaia Literary Society (girls), 1904.
Art Club, 1917.
Astraea Literary Society (girls), 1915.
Athletic Association (boys' sports), 1905.
Clio Literary Society (girls), 1890.
Damrosch Club (music appreciation), 1932.
Dramatic Club.

Euterpean Club (music), 1902.
General Organization of the Student Body, 1925.
Girl Reserves.
Girls' Athletics, 1906.
Girls' Athletic Club, 1923 (since 1930, Girls' Letter Club).
Hi Y (boys).
Hilliard Literary Society (boys), 1906.
Junior Red Cross, 1918.
Marshals, 1902.
Mirror Board, 1906-07.
Mnemosynean (girls), 1926.
National Honor Society, 1923.
Owen Literary Society (boys), 1926.
Peace Club, 1937.
Photography Club.
Pen and Brush Club, 1919.
Personality Club (commercial), 1935.
Pierian Literary Society (girls), 1905.
Promethean Literary Society (girls).
Science Club, 1929.
Sports Club.
Student Council.
Stamp Club.
Ushers Club (boys), 1923.
Thalia Literary Society (girls).
Vestalia Literary Society (girls), 1926.
Writers' Club, 1927.
Yancey Lyceum League of America (boys), 1890.

The Athletic Association of the Birmingham High School was organized in 1905 and the usual forms of physical education and program of sports have been maintained since that time.

Student Publications

The Mirror began publication in the year 1906-7 and has continued in various forms to the present time. It began as a literary and news magazine. The first issue contained the program of an oratorical contest, a few pages of sports, a few short stories and the commencement program for May, 1907.

The staff members of the first issue were as follows: Robert G. Thach, Editor; Charles Fell*, Business Manager; Margaret Dewry, Clubs; Leroy Jacobs, Athletics; Mary Todd, Exchanges and Alumni; Isaac Engel, Miscellaneous.

* Charles Fell is now Managing Editor of the Birmingham *News-Age Herald*.

Beginning in 1909 the final issue each year appeared as a more or less formal annual with individual pictures of seniors. *The Phillipian*, a literary magazine, appeared in 1931-32. Since 1934 a combination literary and senior book has been published twice a year.

The Mirror began publication as a bi-weekly newspaper in 1922 and has appeared regularly since that time.

A Mirror Handbook was published in 1926 and in 1928 and contained information about the school of special interest to freshmen.

Debating and Oratory

Several of the clubs have been interested in debating and public speaking. Club oratoricals and inter-club debates have been held from the earliest times.

In the National Oratorical Contest on the Constitution, Phillips High has a record equaled by none. The following were winners:

1924—Jack Turner, Zone Champion.
1925—Robert Sessions, National Champion.
1926—Arthur Glenn Andrews, State Champion.
1927—Maxwell Lancaster, Zone Champion.
1928—Earl Pettus, State Champion.
1929—E. M. Friend, District Champion.
1932—John Ansley, Zone Champion.
1934—Lionel Baxter, State Champion.
1935—William Dalrymple, State Champion.
1936—Marvin Warner, State Champion.

Winners in other contests were:

1936—Ralph Christian, Southern Winner Red Cross Oratorical.
1937—Nesibe Bahakal, State Civitan.
1938—Herbert Kiesewetter, District Civitan.

Student Participation in School Government

In 1902 Jelks Cabaniss, Chester Bandman, Hudson Barker, and Pauline Alber began a movement that led to student participation in school government. With the principal's permission and coöperation, they organized our system of marshals which has aided the school in many ways. Later the students organization had three departments—one legislative, one judicial, and the other executive. The marshals' organization was the executive branch. The Council, made up of one representative from each home room was the legislative branch. They met with an advisor and made certain rules and regulations for the school.

In 1925 a committee of students, with Miss Bessie Merrill as sponsor, wrote a formal constitution which provides for the election of student officers

each semester and for student participation in directing the school's activity program. This constitution was adopted by a vote of the student body in the fall of 1925. It provides for a general organization of the student body and for the election each semester of a president, a vice-president, and a secretary. The president is authorized to appoint six standing committees: a committee on athletics, on clubs, on law and order, on student publications, on publicity, and on scholarship. The chairman of these respective committees, together with the elected officers, make up the president's cabinet.

Graduation Data

The following is a tabulation of the number of graduates by decades and periods:

1883-89	47
1890-99	236
1900-09	427
1910-19	1,254
1920-29	2,908
1930-38	3,728
Total	8,600

The Birmingham High School, 1883-1909	710
The Central High School, 1910-1922	1,792
The Phillips High School, 1923-1938	6,098
Total	8,600

The Development of High School Training in Quitman, Georgia

By Allen C. Smith
Superintendent, Quitman Public Schools

The Reconstruction period had scarcely come to an end in Georgia when leading citizens of Quitman began to seek more adequate educational opportunities for their children than those provided by the schools which had been opened immediately after the War between the States. Accordingly, a group of men secured a charter for the Quitman Academy, an institution which was operated on a fee basis for the children of members of the corporation. Other children whose parents were fortunate enough to be able to pay these tuition charges were also admitted to the Quitman Academy, which was operated from the early 1870's until 1888, when the public school system of Quitman was chartered by act of the Georgia Legislature.

An act of the General Assembly of Georgia dated December 26, 1888, and entitled "An Act to Establish a System of Public Schools in the Town of Quitman, State of Georgia," authorized the Town Council of Quitman to levy a tax "not exceeding two-tenths of one per cent" on all taxable property within the town limits for the purpose of maintaining a system of public schools. The Board of Education was also to receive "proceeds from the grant of licenses to sell spirituous liquors by said town authorities within said town and all proceeds from the grant of licenses to circuses and other shows traveling through the country and exhibiting in said town."

An amendment to the charter, authorized by the General Assembly of 1889, authorized the Board of Education to "join the Trustees of the Quitman Academy and combine the school herein provided for and the school taught in said academy, making the same a graded school. . . ." It should be noted, however, that the system of graded schools thus set up did not provide free schools as they exist today, since the original charter authorized the Board of Education to establish matriculation rates "not exceeding $1 per month, per scholar." These fees were collected for a number of years.

The Quitman "graded schools" were operated for a number of years in the building of the old Quitman Academy. When these quarters became inadequate, the building was torn down and a two-story frame building was constructed on a new location. Here the Quitman High School functioned as a three-year high school for a number of years. A bond issue for forty thousand dollars, passed in 1912, provided for the construction of a permanent building to house the city schools, and the old building was moved to the campus of the negro schools for their use. The new building was opened in time for the 1913-1914 session, and its construction seems to

have been the beginning of an era of unprecedented growth in school consciousness on the part of Quitman people, as well in the increase of school enrollment.

With the opening of the 1913-1914 session, the high school was changed to become a four-year high school, and, at its session in 1914, the Southern Association placed the Quitman school on its list of accredited schools. Membership in the Association has been continuous since that time.

In the fall of 1914 the Board of Education issued a catalogue of the school system "to show to the patrons of the school, and to the general public, what is being done . . . for the cause of education." The new building was referred to as "convenient and commodious," with equipment which was "modern and of the best quality." The closing paragraph of the foreword written by the Chairman of the Board of Education is significant:

> The Board of Education wishes to commend to the people this their school, the work of their hands, the result of their munificence and the pride of our city and county. We wish to bespeak of you that same generous and willing support which has, in the past, enabled us to make the school what it now is, and will in the future help us to make it better as the years go by.

An amendment to the charter of the school system, authorized by the Legislature of 1914, enabled school officials to increase the tax levy for school purposes to four mills, and, by an overwhelming majority, the people of Quitman voted to make the schools of the city free to all children living in Quitman. For a time this provision was also applicable to country children who attended the Quitman schools. Later, however, these children were charged monthly tuition fees, or had their tuition fees paid by the county board of education.

Prior to 1914, the high school curriculum was traditionally classical in its content, with special attention given to preparation for college entrance. With the opening of the 1914-1915 session, however, the offering was broadened to include courses in the sciences, for which, according to an announcement of the Superintendent, "ample and well selected" equipment had been provided. An article from the Superintendent, A. L. Brewer, published in the Quitman *Free Press*, July 3, 1914, advised the public that high school pupils might choose between two courses of study, the classical and the scientific, the chief difference between the two lying in the fact that Latin was required throughout the four years in the classical course, while science was substituted for the language requirement in the scientific course. Each course included four subjects, exclusive of spelling, music, and writing, for each year. After a student selected the course he wished to follow, he was not allowed to change. The school catalogue of that year announced that

the total offering included twenty-two units, nineteen and one-half of which were credited for college entrance.

This beginning of a liberalized curriculum has borne fruit through the years in the introduction of work in home economics in 1918, commercial course in 1923, and vocational agriculture in 1933. Work in manual arts is given in connection with the course in vocational agriculture. With the introduction of home economics in the first two years of high school, a third "course" was added to the two for which diplomas were being granted, and girls were given the opportunity to work toward diplomas in "Vocational Arts." In this group, home economics was substituted for science courses in the first and second years, while the third and fourth years included courses identical with those of the scientific course. At the present time pupils are allowed freedom of selection of electives after provision has been made for the eleven constants included in the state course of study.

For a number of years the Quitman high school provided secondary school training for a large number of county children who were not served by high schools in their home communities. The enrollment increased from 133, in 1916, to an all-time high of 324 in 1921. Relatively high tuition fees for non-resident pupils seems to have been one of the influences leading to the development of a system of county high schools, however, with the result that, as these schools were opened, the high school enrollment at Quitman dropped steadily for a number of years. The past two years have again shown increases, and indications are that the present enrollment of 204 will be exceeded by the enrollment for the coming year.

Growth of the high school during the period from 1914 to 1919 was so rapid that a new high school building was thought necessary, with the result that the high school was transferred, in 1921, to a new building constructed at a cost of $125,000. This building is located on the "old academy lot," which was described in a contemporary newspaper account as "commodious, beautiful, and historically connected with Quitman's educational past." At the present time architect's drawings covering renovation and modernization of this building have been approved, and it is believed that, when the program is completed, the Quitman high school will have facilities which will be entirely adequate for its needs. A modern gymnasium was constructed in 1929.

For many years, the Quitman high school has offered its boys and girls an extensive program of activities. While the content has varied with different administrations, the offering has been broad enough to appeal to many interests. Ranging from newspaper accounts of the "magnificent work of Professor Harry Brooks in the gymnasium" which was "making men out of boys" in 1914, to a quality of work which made Quitman a leader in debating, music, speech, and athletics among schools of this section for many

years, these student activities have been characteristic of each period of the school's growth.

In 1936 a complete program of intra-mural games was inaugurated which includes a wide variety of sports and is characterized by practically one hundred per cent participation among members of the student body. In the fall of 1937 a complete club program was added, with the number of clubs determined by the interests of the boys and girls concerned. A student government association has been in operation for several years, and the annual student election is always a source of keen interest. *Pirate News*, the mimeographed school newspaper, is published weekly. The addition of a band instructor this year has made possible a high school band which plays at assembly each morning, and at all other public programs to which it is invited. The school sponsors varsity teams in football, basketball, and track, and receipts from games are used to finance the intra-mural program, as well as the inter-scholastic schedules. Representatives of the high school participate in the annual district meets held by high schools in this section, and these contestants are chosen from leaders in the work of student clubs. A point system, covering all phases of school life, including scholarship, athletics, club work, and individual projects, leads to the school's activity award given each year at commencement. This system is administered by the pupils themselves under the supervision of the student council.

The 1938 commencement program was of the vitalized type with the entire program in the hands of members of the senior class. The president of the class presided, and, with the exception of the delivery of diplomas, was in charge throughout the evening's program. This plan will be followed for the 1939 graduation program. "Play Day" serves as the culminating activity for the school's play program. This event is usually scheduled on the first Friday in May, with the morning devoted to competitive games between the various play groups. A picnic lunch at noon, with drinks purchased with funds derived from the "poll-tax" paid at election time, is followed by an assembly program which includes the annual stunt contest between classes, and the presentation of ribbons, medals, and banners.

Since 1912, four superintendents have headed the Quitman school system: A. L. Brewer from 1912 to 1916; Homer D. Knowles from 1916 to 1928; J. Harold Saxon from 1928 to 1937; Allen C. Smith since the fall of 1937. W. P. Warren, Jr., is principal of the Quitman high school at the present time.

The Quitman high school is beginning its second quarter of a century as a member of the Southern Association with the determination to retain its ideal of providing opportunities for training for living in a democratic society, which are based on liberal thinking, a high standard of scholarship, and a sincere attempt to meet the needs of all the children entrusted to its care.

A Short History of the Ensley High School

By Ruth Chiles
English Teacher, Ensley High School, Birmingham, Alabama

Ensley High School was established in 1901 on the top floor of the old Bush School building, situated on the corner of Avenue G and Twenty-third Street. At that time there were three or four teachers who taught the conventional subjects: English, history, Latin, and mathematics. A. A. Lyons was the first principal. Ensley High was for many years a three-year high school, and so in 1903 graduated its first class. In this first graduating class there were only two pupils, and these two were girls. In 1907 Ensley High School was made into a four-year high school and in that year there was no graduating class. The first four-year class was graduated in 1908. In 1909 eight girls received diplomas. In the fall of that year the faculty was increased to six instructors, and science and modern languages were added to the curriculum. There were at that time two literary clubs, and every student was required to belong to one or the other. No athletic activities were engaged in.

Ensley High School, with an enrollment of 164, became a part of the Birmingham School System in January, 1910, when the Greater Birmingham bill went into effect. Mr. R. E. Tidwell was principal at that time and served until his resignation in June, 1912, to become superintendent of the Tennessee Coal, Iron, and Railway schools in Jefferson County. Mr. R. L. Dimmitt, supervisor of manual arts, was appointed principal and served until June, 1916, when he resigned to accept a position with the Federal Board for Vocational Educational. He was succeeded by Mr. L. Frazer Banks who served as principal for one year before he went into war service. Mr. Banks was succeeded by Mr. E. E. Smith, who was principal until a prolonged illness forced him to resign May 1, 1931.

During Mr. Tidwell's principalship a new high school building was begun, to be completed by the Birmingham Board of Education. For a time classes were held only on the second floor, the rooms extending as far on the side halls as rooms 253 and 216. There was no lunch room until 1913, when the Parent-Teacher Association began the sale of sandwiches. The curriculum at that time consisted of four years of English, three and one-half years of history, four years of mathematics, three years of science, four years of Latin, and two years of French, Spanish, and German. Gradually, however, the curriculum has been broadened to include courses in the commercial subjects, manual training, mechanical drawing, music, art, speech, and home economics. Ensley High School now has a well-equipped library with a full time librarian in charge, a furnished apartment for the use of the major home economics classes, a course in tea room management, a uniformed band, and an orchestra.

In December, 1930, Mr. E. E. Sechriest, head of the science department, was appointed acting principal and upon Mr. Smith's resignation was appointed principal. Under the leadership of Mr. Sechriest many good things have been inaugurated in Ensley High: coöperative student government, now functioning successfully; honor study groups; and a splendid guidance program. Through the generosity of Mr. Erskine Ramsay, President of the Board of Education, the school was presented with a modern, gas-heated pottery kiln for the use of the art department. Mr. E. E. Sechriest has secured for the school three motion-picture sound-projectors. The auditorium is equipped to show either 16mm or 35mm sound pictures. The school also has a 16mm sound classroom projector.

The building was remodeled in the summer of 1925. The completion of the new unit in the spring of 1926 increased the capacity from 950 to 2,050. The school has an enrollment for the present semester of 2,040 and a faculty of seventy-five members.

The Mississippi State College for Women

By Sarah D. Neilson
Campus Historian and Secretary to the President

The Mississippi State College for Women has the distinction of being the oldest state-supported college exclusively for women in the United States. Established by legislative Enabling Act on March 12, 1884, the college began its first session on October 22, 1885, with an enrollment that taxed its capacity. Section I of the Act establishing the college, said:

> An Industrial Institute and College is hereby established for the education of white girls in the arts and sciences, which shall be known as the Mississippi Industrial Institute and College for the Education of White Girls of the State of Mississippi in the Arts and Sciences and shall be located and organized as hereinafter provided.

Section 6 of the same Act stated:

> The said Board of Trustees shall possess all the power necessary and proper for the establishment and maintenance of a first-class Industrial Institute and College for the education of white girls of the State of Mississippi in the arts and sciences, at which such girls may acquire a thorough normal school education, together with a knowledge of kindergarten instruction, also a knowledge of telegraphy, stenography, and photography; also, a knowledge of drawing, painting, designing, and engraving in their industrial application; also, a knowledge of fancy, practical, and general needlework; and also a knowledge of bookkeeping, with such other practical industries as from time to time to them may be suggested by experience, or tend to promote the general object of said Industrial Institute and College, to wit: fitting and preparing such girls for the practical industries of the age.

The location of the college was determined by bid. The best offer came from the Board of Trustees of the Columbus Female Institute and the town of Columbus. The Columbus Female Institute was established by a group of Columbus citizens in 1847 and with the exception of six years, from 1861 to 1867, had been in continuous operation. During the War between the States its main building was used by the Confederate Army as a military hospital. The Board of Trustees offered to donate the plant of the Institute, which was valued at about $50,000, to the state as a nucleus for the college for women, and the city of Columbus generously supplemented this offer by bonds in the amount of $50,000.

To carry forward collegiate education, normal training, and preparation for industrial occupations side by side so that none of these would encroach upon the other and so that a student might derive benefit from more than one at a time was a task that had not been undertaken previously by any institution. It was a difficult undertaking, and it is to the everlasting credit of those charged with the administration of the new college that they planned with such foresight and thoroughness.

A prescribed college course was mapped out which, with minor variations,

was followed for approximately fifteen years. The first catalogue outlines the following course of study:

Freshman: Mathematics (Wentworth's *Algebra*); Latin (grammar and reader); English (Abott's *How to Parse*, composition, selections from American and English Authors).

Sophomore: Mathematics (geometry and trigonometry); Latin (Caesar, Cicero, composition); English (rhetoric, *Anglo-Saxon Primer*, literature); natural history.

Junior: Mathematics (analytical geometry); Latin (Virgil, Livy, composition); history (ancient and medieval); physics; chemistry; English (historical grammar, literature, composition).

Senior: English; logic, chemistry; outline of moral science; metaphysics; geometry; astronomy; political economy; history.

In addition to academic work, each student was required to pursue an "industrial" (vocational) subject. A modern language requirement of two years of French or German was set up and was met by the first graduates (ten in number, all of whom received the A. B. degree) in 1889. The principal change made in the course within the next ten years was that the work offered gradually became more advanced in character.

Beginning with the third session, the college was divided into three departments: "College, General Business, and Normal." Students who were candidates for a diploma in music were at this time enrolled in the General Business Department. A "Normal Course" was outlined from the first year, but prior to 1895 the catalogue statements concerning it are vague and the work was distributed among teachers in various departments, with apparently no professional courses offered. In 1895 a "Normal Department" was organized, with a teacher in charge. A presidential report of 1897 says: "Normal work runs parallel with the Freshman and Sophomore classes, and a diploma with the degree of Mistress of Pedagogy is given to students successfully completing this department and the collegiate work through the Sophomore year." In the Industrial, or Business, Department emphasis was placed upon the mastery of vocations. The scope of the academic work required prior to 1891 can not be accurately determined from catalogue statements. In 1891 the requirement was made that the equivalent of freshman academic work must be completed before an industrial certificate would be awarded. Later, completion of sophomore work was required. Because the high school system of Mississippi was inadequate, the college during the first quarter-century of its existence was compelled to maintain a preparatory department, and the majority of its students were enrolled in this division.

About the turn of the century, the college entered upon a second period in its development. The elective system was inaugurated. In ensuing cur-

riculum revisions we naturally find increased emphasis upon the professional training of teachers, home economics, physical education, the biological sciences, and the social sciences. This second period covered about thirty years. It is not possible in this brief sketch to give a detailed account of the changes made. A few of the outstanding facts of the period are as follows: the first B.S. degrees were conferred in 1904; a new curriculum, "scientific industrial," introduced in 1908 proved to be the forerunner of a home economics curriculum; a practice, or demonstration, school of three grades was established in 1907; physical education was made a requirement of all students in 1908; a student government system was inaugurated in 1910; home economics was a major department in 1911; a home-management house was erected in 1913; the preparatory department of the college was abolished in 1914; and in 1918 the college was placed upon a strictly four-year basis. After that date no normal diplomas and no industrial certificates were awarded.

An outstanding date in the history of the college is 1920. The legislature in that year did two important things. First, the name of the college was changed to what it had always been in fact, "Mississippi State College for Women"; second, an appropriation was made for some sorely needed buildings. Enrollment had risen to 977, all on the college level; and the buildings were distressingly overcrowded. In the early 1920's Columbus made a gift of additional land, which was supplemented by purchase on the part of the State, thus providing space for new buildings. An attempt was made in 1920 to broaden the curriculum offerings rather extensively, but the only change that materialized was the inclusion of a B.S. degree in Home Economics. In 1922 a B.S. in Physical Education was added, but was dropped in 1926.

With the exceptions noted, comparatively little change was made in curriculums in the decade following 1920. Adjustments were made in entrance requirements; a course in "Mothercraft" was introduced in 1922; a quality point requirement for graduation went into effect in 1926; millinery and dressmaking, until that time listed as separate departments, were merged into home economics in 1926. Millinery was eventually dropped entirely. In the "boom" years of the late 1920's, the college was enabled to make extensive improvements in its plant, to strengthen and enlarge the faculty, and to provide a wider choice of electives in the various departments. Much attention was given to the beautification of the campus; a number of buildings were erected between 1920 and 1930.

In 1921 Mississippi State College for Women was admitted to membership in the Association of Colleges and Secondary Schools of the Southern States; in 1927 to the Association of American Colleges; and in 1929 its graduates became eligible for full membership in the American Association of University Women. In 1930 the college lost its rating in the regional

accrediting agency.* This loss and the depression caused the enrollment to dwindle from approximately 1,400 in 1930 to 796 in the fall of 1932, with a corresponding slump in morale.

Since the summer of 1932 the curriculum offerings have been completely reorganized; teaching personnel has been readjusted and from time to time augmented and strengthened; former rating has been restored by accrediting agencies; extensive repairs and renovations have been made; the campus has been further beautified; and enrollment has increased to almost 1,100 students. Living conditions have been made more comfortable and more homelike. Food has been improved. Social life has been enriched and social direction has been given a new emphasis. In 1935 the reorganized department of music was accredited by the National Association of Schools of Music and the college itself became a charter member of the Southern University Conference.

Students in 1938-39 are pursuing curricula as follows: 20 per cent for the A.B. degree; 14.5 per cent for the B.S.; 29.6 per cent for the B.S. in Home Economics; 2.8 per cent for a music degree; 22.4 per cent for the B.S. in Secretarial Science; and 10.7 per cent for the B.S. in Elementary Education. Only twenty students are not working toward a degree.

The college plant now comprises about forty-acres, well-improved and beautified. The twenty-nine buildings are for the most part modern in design and construction. As important adjuncts to the equipment there are a demonstration school, a nursery school, and two home-management houses. The up-to-date gymnasium contains an excellent swimming pool. The library, housed in the newest building on the campus, contains more than 40,000 volumes. Within the past year a large dormitory, part of the plant of the Columbus Female Institute, has been restored to use. This building, a handsome brick structure erected by slave labor in 1859-60, was abandoned in 1932 because of its dilapidated condition. Today, completely renovated, its interior remodeled, and well-equipped in every respect, the building is one of the handsomest dormitories to be found in this section.

Throughout the fifty-four years of its existence as a state-supported college, the institution has retained its pioneering spirit and has shown a readiness to enter into forward-looking programs—indeed, has on more than one occasion been a trail blazer. In its pioneering role, however, the school has never departed from its original purpose. Always there has been available a strong classical course, as well as a number of vocational courses. The first president of the college stated its aim and purpose as follows:

* This loss of accreditment, which the State College for Women suffered with other state-supported institutions of Mississippi, resulted from a re-organization of the boards of control of the state institutions affected followed by wholesale dismissal of teachers and other employees. The accrediting agencies interpreted the re-organization as placing the institutions and their employees at the mercy of factional and partisan politics and making sound educational administration difficult.—EDITOR.

"It is our constant effort to improve the intellect by the best methods which philosophy and experience suggest, to afford the broadest and highest culture, and to preserve and improve every characteristic of refined womanhood." In a recent address, the present president of the college stated: "The purpose of the college today is to provide an environment in which young women may grow physically, intellectually, socially, and spiritually, and to prepare for useful careers both as citizens and in the many vocations which women enter. Both curricular and extracurricular activities are planned to provide such growth and development."

Builders of the Southern Association

*A List of Those Who Have Served in Some Member College or Secondary School as Many as Twenty-five Years**

Explanations and Abbreviations

This list is continued from the issues of February and November, 1938 (See pages 47-83 and 475-79, Volume II). Those two lists that preceded this were limited to faculty and other staff members who had served as many as *thirty* years. This list, and any continuation of it that may be published in November, includes faculty and staff members who have served as many as twenty-five years. The Quarterly is glad to receive at any time information concerning such staff members.

This list is arranged by states in alphabetical order—Alabama, Florida, Georgia, etc.—and by institutions, colleges and secondary schools in one consolidated list, in alphabetical order—for example, Alabama College, Alabama University, Andalusia High School, Anniston High School, Bessemer High School, Birmingham, Birmingham-Southern College, etc.—with as few capitals and as many abbreviations as possible. Normally the abbreviation "h.s." will be used to include superintendents and other supervisory officials, because their connection with the Association is through the secondary school of their system. Where, however, as in Birmingham, there are two or more secondary schools under such supervisory official, the name of the city will be used instead of the name of the high school. Furthermore, where the high school bears some local name different from that of the city, the name of the city will be used, followed by the name of the high school; for example, "Mobile, Murphy h.s." Colleges and private schools will be found listed alphabetically by names, and followed by their address, thus: "Tulane University, New Orleans."

Ordinary abbreviations for degrees and the institutions conferring them will be used. As between "A.M." and "M.A.," or "B.S." and "S.B.," this department will use what is reported by the individual furnishing the information, unless the editor happens to know personally that the institution reported prefers the other forms. *In cases of doubt this rule will be followed: for mediaeval or other early coinages of degree names, A.B., A.M., Ph.D., M.D., LL.D., etc.; for modern coinages B.S., M.S., M.Ed., etc.*

The symbol (2) indicates the name of employee; (3) indicates academic degrees held, with name of institutions conferring them in each case; (4) indicates institutions at which employees has pursued further studies during period of his employment; (5) indicates different positions he has held in the institution or system and length of time in each (Public high schools will include in this report their superintendent and other supervisory officials, provided of course such officials have served twenty-five years, even though part of the service of such persons was in some other part of the school system, e.g., an elementary principalship or teaching position.); (6) indicates date at which service of employee began; (7) indicates present position and

* The service of many, if not most, of these teachers and officials extends beyond the length of time their institutions have been members of the Association. Many of these persons, therefore, contributed materially in building up the standards of their schools to the point that they could win Association membership. Some names have been submitted of persons who began service with a school more than twenty-five years ago but worked elsewhere for a time and then returned to the school. The rule followed in such cases is this: if the service has been twenty-five years, exclusive of the time spent elsewhere, the name is included; otherwise the name is omitted.—Editor.

when entered; (8) indicates any special comment; (9) indicates initials of person furnishing information.

Request for information as to all instructors and other employees of equivalent rank who had served twenty-five years or more went forward in October and November to all secondary schools and colleges of the Association. It is the present purpose of the QUARTERLY to publish such names as a regular feature of the autumn and winter numbers each year. Whenever you have names to add to the list, refer to page 394 of the QUARTERLY for November, 1938, and follow the form there given. Mark the information *Form A*, give the name of your institution, followed by the symbol (1) and the name of the employee you wish to honor in this way; then number the items of information as explained above (2), (3), . . . (9); but *be sure to sign in full the name of person furnishing the information.*

ALABAMA

ALABAMA COLLEGE, MONTEVALLO: (2) MARY MYRTLE BROOKE; (3) AB, Nashville; AM, Columbia; LLD, Alabama Coll.; (4) U. Tenn., U. Chicago; (5) hd dept. educ., psy., 1908-16; hd dept. educ. (psy., soc.), 1916-23; hd dept. psy., soc., 1923-24; hd dept. soc., 1924-38; (6) 1908; (7) hd dept. soc., 1924; (9) mmb.

ALABAMA COLLEGE, MONTEVALLO: (2) MATTIE LEE; (5) bursar; (6) 1911; (7) bursar, 1911; (9) ml.

ALABAMA COLLEGE, MONTEVALLO: (2) EDWARD HOUSTON WILLS; (3) BS, Ala. Poly. Inst.; AM, Cornell; (4) Cornell; (5) purch. agt, instr. hist., 20 yrs.; registrar, bus. mgr., 9 yrs.; (6) 1909; (7) bus. mgr., registrar, 1929; (9) ehw.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) LYNN STANFORD BLAKE; (3) BS, PhC, MS, U. Mich.; (4) U. Mich.; (5) prof. pharmacy, 1915-20; hd prof. pharmacy, 1920—; (6) 1913; (7) hd prof. pharmacy, 1920; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) JOHN FREDERICK DUGGAR; (3) BS, MS, Miss. A. & M. Coll.; (4) Southern U., Columbian, Cornell U., U. Colo.; (5) prof. agric., 1896-1920; dir. Ala. exper. sta., 1902-21; dir. Ala. ext. ser., 1914-20; research prof. spec. investigations, 1921—; (6) 1896; (7) research prof. spec. investigations, 1921; (8) author *Southern Field Crops*, *Agriculture for Southern Schools*, *Southern Forage Crops*, and numerous magazine articles; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) MARION JACOB FUNCHESS; (3) BS, DSc, Clemson; MS, U. Wis.; (4) U. Wis.; (5) ass't prof. agronomy, 1909-12; asso. prof. agronomy, 1912-15; prof., 1915-20; hd agronomy dept., 1920-34; dean sch. agric., dir. agric. exper. sta., 1924—; (6) 1909; (7) dean sch. agric., dir. agric. exper. sta., 1924; (8) author of numerous circulars and bulletins; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) CHARLES ROBERT HIXON; (3) BS, ME, ALA. Poly. Inst.; (4) U. Wis.; (5) ass't mech. engin., 1907-08; instr. mech. engin., 1908-18; in charge of motor transport work, 1918-19; asso. prof. mech., engin., 1919-21; prof. mech., engin., 1921-33; ass't dean, prof. mech., engin., 1933-36; hd prof. mech. engin., 1936—; (6) 1908; (7) hd prof. mech. engin., 1936; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) JOHN EMMETT PITTS; (3) BS, EE, Ala. Poly. Inst.; (5) instr. math., physics, 1912-15; ass't prof. math., ass't in athletics, 1915-28; ass't prof. math., 1929—; (6) 1912; (7) ass't prof. math., 1915; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) PARKER PRESTON POWELL; (3) BS, MS, Ala. Poly. Inst.; (4) U. Wis.; (5) grad. ass't chem., 1910-12; instr. chem., 1912-13; ass't prof. chem., 1913-20; asso. prof. chem., 1920-35; prof. chem., 1935; (6) 1912; (7) prof. chem., 1935; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) ALFRED WADE REYNOLDS; (3) BS, MS, Ala. Poly. Inst.; Ma, PhD, U. Cal.; (4) U. Cal.; (5) ass't instr., ass't prof., asso. prof., 1913-28; prof. hist., 1928—; (6) 1913; (7) prof. hist., 1928; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) HOMER BERNARD TISDALE; (3) BS, MS, Ala. Poly. Inst.; (4) Cornell U.; (5) plant breeder, 1913—; (6) 1913; (7) plant breeder, 1913; (8) has published and assisted with publishing of bulletins; (9) rbd.

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) JOHN THOMAS WILLIAMSON; (3) BS, Ala. Poly. Inst.; (5) ass't agronomist, 1911-22; asso. agronomist, 1922—; (6) 1911; (7) asso. agronomist, 1922; (9) rbd.

HOWARD COLLEGE, BIRMINGHAM: (2) PERCY PRATT BURNS; (3) AB, Howard Coll.; AM, Harvard U.; LittD, Mercer U.; (4) U. Chicago; (5) act. prof. Eng., 1 yr.; prof. Eng., 26 yrs.; hd dept., 18 yrs.; registrar, 2 yrs.; dean, 17 yrs.; (6) 1911; (7) hd dept. Eng., dean, 1921; (8) former pres. Asso. Alabama Colleges; (9) tvn.

MOBILE, MURPHY H. S.: (2) SALLIE B. WITHERS; (4) U. of South., U. Chicago., U. Ala.; (5) soc. sci., hist. t.; (6) 1910; (7) hd hist. dept., 1927; (8) organized "Local Interest Club" in the high school; taught in the grades 18 yrs. prior to 1910; (9) kjc.

SELMA H. S.: (2) HARRY REID; (5) woodworking, art, penmanship t.; (6) 1905; (7) instr. woodwork, 1913; (8) has contributed to school life in staging school plays and other amateur performances; personnel work with boys; (9) or.

STATE TEACHERS COLLEGE, FLORENCE: (2) Henry J. Willingham; (3) AB, AM, LLD, Howard Coll.; LLD, U. Ala.; (5) pres., 1913-38; (6) 1913; (7) pres. emeritus, June, 1938—; (8) past pres. Ala. Educ. Association; during his administration, plant and equipment greatly increased; (9) jak.

FLORIDA

EUSTIS H. S.: (2) Harvey Glass; (4) Kent St. Normal; Florida Southern Coll.; (5) t., ass't prin.; (6) 1900; (7) t., 1924; (8) stabilizing influence; (9) fjb.

EUSTIS H. S.: (2) Mabel Howard (Mrs.); (3) BS; (4) Fla. St. Coll. for Women; Peabody Coll.; (5) t., librarian; (6) 1902; (7) librarian, 1932; (8) organized and built the library; (9) fjb.

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) Lanas Spurgeon Barber; (3) BS, Ky. St. Coll.; AM, Cornell U.; (4) U. Chicago; (5) ass't prof., 1909-18; prof. zool., 1918-36; prof. (part-time), 1936—; (6) 1909; (7) prof. (part-time), 1936; (9) ec.

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) Edward Conradi*; (3) AB, AM, Indiana U.; PhD, Clark U.; LLD, Rollins; (5) pres., 1909—; (6) 1909; (7) pres., 1909; (9) ec.

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) William G. Dodd; (3) AB, Bethany Coll.; AM, PhD, Harvard U.; (5) prof. Eng., 28 yrs.; dean Coll. Arts, Sci., 25 yrs.; (6) 1910; (7) prof. Eng., 1910; dean Coll. Arts, Sci., 1913; (9) ec.

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) Frederick Clifton Moor; (3) AB, Emory; MD, U. Md.; (4) Harvard U., Columbia U.; (5) coll. physician, supt. coll. infirmary; (6) 1912; (7) coll. physician, 1912; (9) ec.

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) Ella Scoble Opperman; (3) AB, Wesleyan Coll.; MM, Cincinnati Conservatory of Mus.; (4) Cincinnati Conservatory of Mus.; studied with Godowsky, Ganz, Philipp; (5) dean, prof. piano, organ; (6) 1911; (7) dean, prof. piano, organ; (9) ec.

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) Nathaniel Moss Salley; (3) AB, LittD, Wofford Coll.; (4) U. Wis.; (5) dean sch. educ., prof. educ., 1910-37; dean emeritus, sch. educ., prof. educ., 1937—; (6) 1910; (7) dean emeritus, sch. educ., prof. educ., 1937; (9) ec.

* President Conradi has been a member of the Commission on Secondary Schools since its organization in 1912, was Chairman of the commission last year, and has been a member of the Executive Committee of the Southern Association.—Editor.

JOHN B. STETSON U., DELAND: (2) Warren Stone Gordis; (3) AB, AM, U. Rochester; PhD, U. Chicago; (4) U. Berlin; (5) prof. Latin, 1888-98; prof. Eng., 1913—; (6) 1888; (7) 1913, prof. Eng.; (8) act. pres., 1895-96; (9) ob.

JOHN B. STETSON U., DELAND: (2) Annie N. Holden; (3) PhB, U. Chicago; MA, Stetson U.; (4) U. Chicago; Columbia U.; (5) instr. prep. dept., 1907-23; ass't prof., 1923—; (6) 1907; (7) ass't prof., 1923; (9) ob.

JOHN B. STETSON U., DELAND: (2) C. B. Rosa; (5) bursar, 1894; (6) 1894; (7) bursar, 1894; (9) ob.

JOHN B. STETSON U., DELAND: (2) Irving C. Stover; (3) BO, MO, Susquehanna U.; (4) Emerson Sch. of Oratory, American Academy of Dramatic Arts; (5) prof. speech, 1908—; (6) 1908; (7) prof. speech, 1908; (8) built dramatic dept. and univ. theatre; dir. univ. theatre; (9) ob.

KISSIMMEE, OSCEOLA H. S.: (2) Almena Leitner; (4) Harvard U.; U. Chicago; Columbia U.; U. Fla.; U. N. C., Stetson U.; (5) ass't prin., 14 yrs.; prin. h. s., 10 yrs.; librarian, 2 yrs.; Eng. t., 28 yrs.; (6) 1910; (7) Eng. t., 1910; (8) catalogued high school library of 2,000 volumes; (9) dbs.

ORLANDO: (2) Eunice DeLaney; (4) Colo. St. Teachers Coll., U. Fla.; (5) t., 23 yrs.; elem. prin., 2 yrs.; h. s. prin., 6 yrs.; sec'y to board, 6 yrs.; (6) about 1895; (7) sec'y h. s., trustees, acting as supervising principal; (8) a main cog in bringing about a successful school system in the city; (9) wkb.

U. OF FLORIDA, GAINESVILLE: (2) Clifford W. Crandall; (3) BS, Adrian Coll.; LLB, U. Mich.; (5) prof. law, 1913—; (6) 1913; (7) prof. law, 1913; (9) hwc.

U. OF FLORIDA, GAINESVILLE: (2) William Byron Hathaway; (3) AB, Rollins Coll.; BD, Pacific Sch. of Religion; AM, U. Fla.; (5) instr., 1913-18; ass't prof., 1918-27; asso. prof., 1927-38; (6) 1913; (7) asso. prof., 1927; (9) hwc.

U. OF FLORIDA, GAINESVILLE: (2) William Sanford Perry; (3) AB, Birmingham-Southern Coll.; SM, U. Chicago; (5) instr., 1910-17; ass't prof., 1917-27; asso. prof., 1927-38; (6) 1910; (7) asso. prof., 1927; (9) hwc.

U. OF FLORIDA, GAINESVILLE: (2) Arthur Percival Spencer; (3) BS, MS, Va. Poly. Inst.; (5) ass't agric. ext., 1910-18; vice dir. agric. ext., 1918-21; vice dir. agric. ext., county agt leader, 1921-38; (6) 1910; (7) vice dir. agric. ext.; (9) hwc.

U. OF FLORIDA, GAINESVILLE: (2) Albert J. Strong; (3) BSME, U. Fla.; (4) Mich. St., U. Wis., Cornell U., U. Cal.; (5) ass't prof., 1913-

19; act. prof., hd dept., 1919-25; prof., hd dept., 1925-35; prof., 1935-38; (6) 1913; (7) prof. mech. engin.; (9) hwc.

U. OF FLORIDA, GAINESVILLE: (2) EDGAR SMITH WALKER; (3) grad. U. S. M. A.; (5) prof. military sci., tactics, 1908-19; ass't prof. drawing, mech. arts, 1919-36; (6) 1908; (7) special status, 1936-38; (9) hwc.

U. OF FLORIDA, GAINESVILLE: (2) JOSEPH RALPH WATSON; (3) AM, Western Reserve; (4) U. Chicago; (5) entomologist, exper. sta., 1911-38; (6) 1911; (7) entomologist, exper. sta.; (9) hwc.

U. OF FLORIDA, GAINESVILLE: (2) CLAUDE HOUSTON WILLOUGHBY; (3) BAg, U. Mo.; MA, Peabody Coll.; (4) U. Wis., Cornell U., Iowa St. Coll., U. Ga., Ala. Poly. Inst.; (5) prof. animal husbandry, dairying, 1912-38; (6) 1912; (7) prof. animal husbandry, dairying; (9) hwc.

GEORGIA

ATLANTA, BOYS' H. S.: (2) HERBERT ORLANDO SMITH; (3) AB, Harvard U.; AM, Emory; (4) Harvard U., Emory U., U. Ga.; (5) assoc. lang., 1909-11; hd Eng., 1911-12; hd anc. lang., 1912-20; prin., 1920;— (6) 1909; (7) prin., 1920; (9) hos.

EMORY UNIVERSITY, EMORY: (2) CLARENCE EUGENE BOYD; (3) AB, Wofford Coll.; AM, U. Mo.; PhD, U. Wis.; (5) prof. Greek, 1913-14; prof. Greek lang., lit., 1914—; (6) 1913; (7) prof. Greek lang., lit., 1914; (9) jgs.

EMORY UNIVERSITY, EMORY: (2) NOLAN AUSTIN GOODYEAR; (3) AB, AM, Emory U.; Certificat d' Etudes Francaises, U. Grenoble; (4) U. Grenoble; (5) adj. prof. lang., 1908-13; ass't prof. mod. lang., 1914-19; asso. prof. romance lang., 1919-23; prof. romance lang., 1923—; (6) 1908; (7) prof. romance lang., 1923; (9) jgs.

EMORY UNIVERSITY, EMORY: (2) JOHN BRADBURY PEEBLES; (3) BE, Union U.; MS, Ga. Sch. of Tech.; (4) Ga. Sch. of Tech.; (5) prof. applied math., 1912-14; prof. applied math., 1914-19; prof. engin., applied math., 1919—; (6) 1912; (7) prof. engin., applied math., 1919; (9) jgs.

EMORY UNIVERSITY, EMORY: (2) DOUGLAS RUMBLE; (3) AB, AM, Emory U.; AM, Harvard U.; (4) U. Chicago; Harvard U.; (5) adj. prof. math., 1905-07; asso. prof. math., 1910-14; asso. prof. math., 1915-18; prof. math., 1918—; (6) 1905; (7) prof. math., 1918; (9) jgs.

EMORY UNIVERSITY, EMORY: (2) JOHN GORDON STIPE; (3) AB, Emory U.; (4) U. Chicago, Columbia U.; (5) adj. prof. lang., 1910-14; ass't prof. romance lang., 1914-26; prof. romance lang., 1926—; registrar,

1919—; dir. admissions, 1938—; (6) 1910; (7) prof. romance lang., 1926; registrar, 1919; dir. admissions, 1938; (9) jgs.

GAINESVILLE H. S.: (2) Lucy Finger; (3) AB, Brenau Coll.; (4) U. Ga.; (5) gra. s. t., 11 yrs.; Latin t., 14 yrs.; (6) 1913; (7) Latin t.; (9) cjc.

GEORGIA SCH. OF TECH., ATLANTA: (2) Arthur Hammond Armstrong; (3) AB, Yale U.; AM, Columbia U.; (5) instr. Eng., 1912-18, 1919-22; ass't prof. Eng., 1923-38; asso. prof. hist., supt. dormitories, sec'y athletic asso.; (6) 1912; (7) asso. prof. ec., soc. sci., 1935-38; supt. of dorm., sec'y athletic asso.; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) John Laurence Daniel; (3) AB, Hampden-Sydney; AM, Wash. and Lee; (5) 1912-14, instr. chem.; 1914-19, ass't prof.; 1919-21, asso. prof. chem.; 1921-36, prof. chem.; 1936-38, chief chem. division; (6) 1912; (7) chief chem. division, 1936; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) J. Herbert Gailey; (3) BS, MS in Arch., U. Penn.; (5) instr. arch., 1912-15; ass't prof. arch., 1915-22; asso. prof. arch., 1922-25; prof. arch., 1925-38; (6) 1912; (7) prof. arch., 1925; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) John Henry Henika; (5) instr., hd wood shops; (6) 1902; (7) hd wood shop, 1902; (8) research in use of Palmetto wood; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) Edward B. Martindale; (5) supt. mach. shop, 1901; (6) 1901; (7) instr. mach. shop, 1901; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) David M. Smith; (3) BA, MA, Vanderbilt U.; PhD, U. Chicago; (5) instr., 1913-14; ass't prof. math., 1914-21; asso. prof. math., 1921-29; prof. math., 1929-34; hd math. dept., prof., 1934—; (6) 1913; (7) hd math., 1934; (8) editor college catalogue; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) D. L. Stamy; (3) AB, Ursinus; AM, U. Chicago; (5) instr. math., 1913; ass't prof. math., 1920-25; asso. prof. math., 1925-38; (6) 1913; (7) asso. prof. math., 1925; (9) mlb.

GEORGIA SCH. OF TECH., ATLANTA: (2) William Van Houten; (5) foreman of foundry; (6) 1889; (7) foreman of foundry, 1889; (9) mlb.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Jasper Luther Beeson; (3) AB, AM, U. Ala.; PhD, Johns Hopkins; (4) Harvard U.; (5) prof. nat. sci., 1897-1911; prof. chem., physics, 1911-14; prof. chem., 1914-28; vice pres., 1909-28; dean, 1925-28; act. pres., 1922-23, 1927-28; pres., 1928-34; pres. emeritus, 1934—; (6) 1897; (7)

pres. emeritus, 1934; (8) physical plant, grounds, and standards of scholarship improved materially during his administration; (9) ghw.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Leila R. Godfrey Burfitt; (3) BS, AM, Columbia U.; (4) Columbia U.; (5) critic t., practice sch., 1911-12; prin., 1912-28; dir. practice sch., 1928-35; prof. emeritus educ., 1935—; (6) 1911; (7) prof. emeritus educ., 1935; (9) ghw.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) L. S. Fowler; (5) bursar, 1907—; (9) ehs.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Julia Mabry Harper; (3) BS, Ga. St. Coll. for Women; AM, Columbia U.; (4) U. Tenn., Columbia U.; (5) instr. household art, 1911-20; 1921-24; act. prof., 1924-26; prof., 1925-29; asso. prof. home ec., 1929—; (6) 1911; (7) asso. prof. home ec., 1929; (9) ghw.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Clara W. Hasslock; (3) LI dip., Peabody Coll.; AB, U. Nashville; AM, MS, Columbia U.; (4) Columbia U.; (5) asso. prof., 1913-18; prof. household sci., 1919-33; prof. home ec., 1933-35; prof. home ec., 1937—; (6) 1913; (7) prof. home ec., 1937; (9) ehs.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Nelle Womack Hines (Mrs.); (3) dip., Ga. St. Coll. for Women; (4) Columbia U.; (5) instr. music, 1906-33; prof. emeritus mus., 1933—; ass't in publicity, 1933—; (6) 1906; (7) ass't in publicity and pub. relations, 1933; (9) ghw.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Alice Napier; (3) BA, MA, Peabody Coll.; (4) U. Cal., Harvard U., U. Chicago; (5) gen. t., 1893-1906; prof. math., 1906-36; prof. emeritus, 1936—; (6) 1893; (7) prof. emeritus math., 1936; (9) ghw.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Mamie Padgett; (3) dip., Pratt Inst.; BS, Ga. St. Coll. for Women; AM, Columbia U.; (4) Columbia U.; (5) instr. art, 1912-23; ass't prof. art, 1923-24; asso. prof. art, 1924-25; prof., hd art dept., 1925-29; on leave, 1929-37; prof., hd art dept., 1937—; (9) ehs.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Edwin H. Scott; (3) BS, Mass. Agric. Coll.; AB, Boston U.; MS, Dartmouth U.; ScD (hon.), U. Ga.; (5) prof. agric., biol., 1908-10; registrar, prof. agric., biol., 1910-25; registrar, dean tchrs coll., prof. agric., biol., 1925-28; registrar, dean tchrs coll., prof. agric., biol., chmn dept. educ., 1928-32; dean coll., registrar, 1932-34; registrar, 1934-35; registrar, prof. sociol., 1935-37; registrar, 1937—; (6) 1908; (7) registrar, 1937; (9) ehs.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Blanche Tait; (3) BS, Ga. St. Coll. for Women; MA, Peabody Coll.; (4) Peabody Coll.; (5) stu. ass't, 1912-13; instr. biol., 1913-18; gen. sec'y Y. W. C. A., 1918-25; stu. ass't, 1925-27; instr. biol., 1927-29; ass't prof. biol., 1929—; (6) 1912; (7) ass't prof. biol., 1929; (9) ehc.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Kate Thrash; (3) dip., Ga. St. Coll. for Women; (4) Eastman Coll.; U. Cal., U. Colo.; (5) ass't prof. commercial dept., 1901-13; hd commercial dept., 1913-33; ass't prof. dept. secretarial sci., 1933—; (6) 1901; (7) ass't prof. dept. secretarial sci., 1933; (9) ehs.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Alice Lenore Tucker; (3) MusB, MusM, MacPhail Sch. of Mus.; grad. New England Conservatory; (4) New York U.; (5) prof. mus., 1907-34; prof. emeritus mus., 1934—; (6) 1907; (7) prof. emeritus mus., 1934; (9) ghw.

GEORGIA STATE WOMAN'S COLLEGE, VALDOSTA: (2) Frances Ruth Carpenter; (3) BS, AM, Columbia U.; (4) Heatherly Sch. of Art; (5) prof. art, 1913—; (6) 1913; (7) prof. art, 1913; (9) frr.

MERCER UNIVERSITY, MACON: (2) Sallie Boone; (3) AB, Wesleyan; MA (hon.), Mercer U.; (5) librarian, prof. Eng., 1904-34; prof. emeritus, 1934—; (6) 1904; (7) prof. emeritus, 1934; (9) jcs.

MERCER UNIVERSITY, MACON: (2) Gail L. Carver; (3) AB, AM, U. Mich.; (4) Columbia U.; U. Chicago; Pudget Sound Biol. Sta.; Marine Biol. Lab.; U. Va.; (5) act. prof. physics, astronomy, 1 yr.; prof. biol., 25 yrs.; (6) 1908; (7) prof. biol., 1909; (8) research work in genetics and in the field of timber and wild life conservation; (9) jcs.

NORTH GEORGIA COLLEGE, DAHLONEGA: (2) John C. Barnes; (3) BS, North Ga. Coll.; (4) Harvard U.; (5) prof. math., supt. dorm., prof. math., local treasurer; (6) 1902; (7) prof. math., hd dept., local treasurer; (9) nam.

NORTH GEORGIA COLLEGE, DAHLONEGA: (2) Benjamin Palmer Gaillard, Sr.; (3) AB, PedD, Oglethorpe U.; AM, U. Ga.; (4) U. Ga.; U. Chicago; Harvard U.; (5) prof. math., Latin, hist., sci.; vice pres.; act. pres., 2 yrs.; (6) 1873; (7) prof. emeritus, 1933; (9) nam.

PAPE SCHOOL, SAVANNAH: (2) Emily Charlton; (3) LI, BA, Peabody Norm.; AM, U. Nashville; (4) Columbia U.; U. Chicago; Peabody Coll.; (5) Latin, hist. t.; (6) 1902; (7) resigned, 1938; (9) nap.

RIVERSIDE MILITARY ACADEMY, GAINESVILLE: (2) Sandy Beaver (Gen.); (3) AB, PdD, U. Ga.; (5) pres., 1913—; (6) 1913; (7)

pres., 1913; (8) developed school from two pupils 1916-17 to nation's largest military prep. sch.; (9) jkm.

SHORTER COLLEGE, ROME: (2) Margaret Jacobs; (5) resident nurse, 28 yrs.; (9) lt.

U. OF GEORGIA, ATHENS: (2) Bess M. Baird; (3) BS, AM, Columbia U.; (4) Columbia U.; (5) ass't household arts, 1913-17; hd household arts, 1917—; (6) 1913; (7) hd household arts, 1917; (9) lh.

U. OF GEORGIA, ATHENS: (2) Iris Callaway; (3) BS, MA, Peabody Coll.; (5) critic t., 2 yrs.; ass't prof., 19 yrs.; asso. prof. math., 6 yrs.; (6) 1911; (7) asso. prof. math., 1932; (9) lh.

U. OF GEORGIA, ATHENS: (2) Leonidas Myers Carter; (3) BS, U. Ga.; (4) U. Ga.; (5) jr. prof. soil chem., 1915; asso. prof., 1918; prof. agric. chem., 1922; (6) 1912; (7) prof. agric. chem., 1922; (9) lh.

U. OF GEORGIA, ATHENS: (2) John William Firor; (3) BS, Maryland; MSA, U. Ga.; (4) U. Ga.; (5) ext. horticulturist, 1912-23; county agric. agt., 1923-25; st. marketing agt., 1926-28; hd dept. agric. ec., 1928; (6) 1912; (7) hd dept. agric. ec., rural sociol., 1928; (9) lh.

U. OF GEORGIA, ATHENS: (2) Linville Laurentine Hendren; (3) AB, AM, Trinity (Duke U.); PhD, Columbia U.; (5) prof., 1908; dean, 1932; (6) 1908; (7) prof. physics; dean Coll. Arts, Sci.; dean admin.; (9) lh.

U. OF GEORGIA, ATHENS: (2) Roberta Hodgson; (3) AB, Columbia U.; AM, U. Wis.; (4) U. Wis.; Clarke U.; (5) prof. hd dept.; instr.; (6) 1908; (7) instr. emeritus hist.; (9) lh.

U. OF GEORGIA, ATHENS: (2) Annie Mae Holliday; (3) BS, Ga. St. Tchrs Coll.; (4) Penn. Academy of Art; (5) 1910, stu. ass't, art dept.; asso. prof. fine arts; (6) 1910; (7) asso. prof.; (9) lh.

U. OF GEORGIA, ATHENS: (2) Emmie Jones; (6) 1908; (7) library sec'y; (9) lh.

U. OF GEORGIA, ATHENS: (2) Thomas Hubbard McHatton; (3) BS, DSc, Spring Hill Coll.; BS, Hort., Hort. M, Mich. St. Coll.; (4) U. S. Sch. of Agric.; (5) adj. prof., 1908; prof. horti., 1911; hd dept.; (6) 1908; (7) prof. horti., hd dept., 1911; (9) lh.

U. OF GEORGIA, ATHENS: (2) Thomas Walter Reed; (3) MA, LLB, Georgia; (5) registrar; (6) 1909; (7) registrar, 1909; (9) lh.

U. OF GEORGIA, ATHENS: (2) Albert G. G. Richardson; (3) DVM, U. Penna.; (5) asso. prof., 1910; prof., hd veterinary division, 1920; prof. animal husbandry; (6) 1910; (7) prof. animal husbandry; (9) lh.

U. OF GEORGIA, ATHENS: (2) Edward Scott Sell; (3) BSA, MS, Georgia; (6) 1911; (7) prof. geog., hd dept., 1932; (9) lh.

U. OF GEORGIA, ATHENS: (2) Robert Cumming Wilson; (3) PhG, U. of the South; (5) instr., 1907; prof. pharmacy, materia medica, dean sch. pharmacy; (6) 1907; (7) prof. pharmacy, materia medica, dean sch. pharmacy; (9) lh.

WASHINGTON SEMINARY, ATLANTA: (2) M. Estelle Martin; (3) AB, Goucher Coll.; (4) Johns Hopkins U.; U. Ga.; (5) hd Latin dept.; (6) 1905; (7) hd Latin dept., 1905; (9) lds.

WASHINGTON SEMINARY, ATLANTA: (2) Emma B. Scott; (3) grad. Sorbonne U., Paris; (4) The Guild, Paris; (5) dean of girls; Fr., Sp. t.; (6) 1904; (7) co-prin.; Fr., Sp. t., 1904; dean of girls; (8) counselor of girls for 34 yrs.; (9) lds.

WASHINGTON SEMINARY, ATLANTA: (2) Llewellyn Davis Scott; (4) Harvard U.; U. Ga.; (5) ass't prin., Eng. t., 1894-1904; prin., Latin, chem. t., 1904-20; prin., exec. hd., 1920—; (6) 1894; (7) prin., 1904; (8) inspired students to obtain college education (40 out of 41 in 1938); built school from 10 teachers and 100 pupils to 27 teachers and present enrollment; (9) lds.

WASHINGTON SEMINARY, ATLANTA: (2) Annie M. Sharpe; (3) AB, Mt. Sterling Coll.; (4) U. Ga.; (5) instr. Eng., biol., 32 yrs.; (6) 1906; (7) instr. Eng., biol.; (9) lds.

WASHINGTON SEMINARY, ATLANTA: (2) Nora Belle Starke; (3) grad. Washington Semin.; (5) t. hist. of art, art appreciation; (6) 1903; (9) lds.

WESLEYAN COLLEGE, MACON: (2) J. W. W. Daniel; (3) AB, Wofford Coll.; AM, Vanderbilt U.; (4) U. Chicago, Columbia U.; U. Mich.; (5) chair of hist., Anglo-Saxon, 1906-07; chair of hist., ec., 1907—; (6) 1906; (8) served as sec'y of faculty; for many years chmn of library committee; (9) ew.

WESLEYAN COLLEGE, MACON: (2) Ernestine Grote; (3) grad. Posse Norm. Sch. of Gym.; (4) Chautauqua Sch. of Phys. Educ.; Columbia U.; U. Mich.; (5) asso. prof. phys. educ., 1912-22; prof. phys. educ., 1922—; (6) 1912; (7) prof. phys. educ., 1922; (8) produced several pageants celebrating events in Wesleyan's history; (9) ew.

WESLEYAN COLLEGE, MACON: (2) Marvin C. Quillian; (3) AB, Emory Coll.; AM, Vanderbilt U.; (4) U. Chicago; Columbia U.; New York U.; Chautauqua Inst.; (5) hd dept. biol., geol., 1906-24; hd dept. biol., 1924—; (6) 1906; (7) hd dept. biol., 1924; (8) designed biology laboratory for new plant; (9) ew.

WESLEYAN COLLEGE, MACON: (2) George Elijah Rosser; (3) AB, Emory Coll.; BD, Garrett Biblical Inst.; Th.D, Boston U.; (5) chair of mental, moral sci., Bible, 1910-12; chair of Bible, phil., 1912-23; prof. Biblical lit., 1923—; (6) 1910; (7) prof. Biblical lit., 1923; (8) served for many years as chmn of religious life committee; (9) ew.

KENTUCKY

BEREA COLLEGE, BEREA: (2) Elisabeth Sinclair Peck (Mrs. J. N.); (3) AB, AM, PhD, U. Mich.; (4) U. Chicago; (5) instr. soc. studies, 27 yrs.; (6) 1912; (7) instr. soc. studies, 1912; (8) author: *American Frontier;* (9) ag.

BEREA COLLEGE, BEREA: (2) John Newton Peck; (3) AB, Fremont Coll.; (4) U. Chicago; (5) instr. math., 29 yrs.; (6) 1910; (7) instr. math.; (9) ag.

BEREA COLLEGE, BEREA: (2) James Watt Raine; (3) AB, AM, Oberlin Coll.; BD, Union Theol. Semin.; DD, Berea Coll.; (5) joint coll. preacher, 9 yrs.; prof. Eng. lang., lit., 32 yrs.; (6) 1906; (7) prof. Eng. lang., lit., hd Eng. dept., 1906; (8) author: *The Land of Saddlebags; Mountain Ballads; Bible Dramatics;* (9) ag.

EASTERN KENTUCKY ST. TEACHERS COLL., RICHMOND: (2) Maude Gibson; (3) grad. Lebanon Norm.; (5) instr. art, 1910—; (6) 1910; (7) instr. art, 1910; (9) msm.

EASTERN KENTUCKY ST. TEACHERS COLL., RICHMOND: (2) Charles A. Keith; (3) BA, MA, Oxford U.; PedD (hon.), Ohio Northern U.; (4) Oxford U.; Ohio Northern U.; Indiana U.; (5) dir. athletics; prof. hist., civics; hd soc. sci. dept.; dean of men; (6) 1912; (7) hd soc. sci. dept., dean of men; (8) lecturer on Redpath Chautauqua; past pres. of K. E. A.; (9) msm.

EASTERN KENTUCKY ST. TEACHERS COLL., RICHMOND: (2) May C. Hansen; (3) BS, Peabody Coll.; AM, Columbia U.; dip., Oskosh St. Tchrs Coll.; (4) Peabody Coll.; Columbia U.; (5) critic of first gra., 1912-31; asso. prof. educ., 1931-38; (6) 1912; (7) asso. prof. educ., 1931; (9) msm.

EASTERN KENTUCKY ST. TEACHERS COLL., RICHMOND: (2) G. D. Smith; (3) AB, DSc, hon. AM, Ohio Northern Coll.; BS, Ohio Wesleyan Coll.; (4) Ohio Northern Coll.; (5) asso. prof. biol., 1908—; (6) 1908; (7) asso. prof. biol., 1908; (9) msm.

GEORGETOWN COLLEGE, GEORGETOWN: (2) David Edgar Fogle; (3) AB, Georgetown Coll.; AM, Harvard U.; LLD, Baylor U.; (4) AM, Harvard U.; (5) prof. Latin, Fr., 1898-1904; prof. Ger., Fr., 1904-

15; prof. Ger., 1915-24; prof. Fr., 1924-38; (6) 1898; (7) prof. Fr., 1924; (8) conducts annual tours to Europe; (9) er.

HENDERSON, BARRET MANUAL TRAINING H. S.: (2) ALICE Y. DORSEY; (3) PhB, U. Chicago; (4) U. Chicago; U. Ky.; U. of the South.; U. Colo.; (5) instr. Latin., 10 yrs.; prin., 2 yrs.; dean of girls, dramatic coach, 13 yrs.; (7) t. rom. lang., 1926; (9) ar.

LOUISVILLE MALE H. S.: (2) W. C. HATFIELD; (3) AB, Harvard U.; AM, U. Chicago; (5) hist. instr.; (6) 1911; (9) wsm.

LOUISVILLE, SHAWNEE H. S.: (2) LOUISE M. KORNFELD; (3) BS, U. Ky.; MS, U. Wis.; (4) U. Louisville; U. Chicago; U. Cincinnati; Columbia U.; (5) t. Louisville Girls H. S., 1910-29; t. Shawnee H. S., 1929-30; dean of girls, 1930—; (6) 1910; (7) dean of girls, 1930; (9) rbc.

LOUISVILLE, SHAWNEE H. S.: (2) ANNA W. SOHNS; (3) BS, U. Louisville; (4) Columbia U.; Peabody Coll.; Northwestern; U. Wis.; (5) 1st gra. t., 10 yrs.; dept. Eng., 10 yrs.; jr. h. s., 9 yrs.; (6) 1907; (7) 1930; (9) rbc.

LOUISVILLE, SHAWNEE H. S.: (2) J. EVELYN WELLS; (3) AB, U. Louisville; AM, Columbia U.; (4) U. Louisville; U. Chicago; Columbia U.; (5) gra. sch. t., 6 yrs.; jr. h. s. Eng. t., 7 yrs.; prin., elem. sch., 14 yrs.; ass't prin., h. s., 8 yrs.; (6) 1903; (7) ass't prin., h. s., 1930; (9) rbc.

LOUISVILLE, SHAWNEE H. S.: (2) ELIZABETH D. ZACHARI; (3) BS, MS, U. Chicago; (4) U. Chicago; (5) pub. sch. t., 1913-17; t. Louisville Norm. Sch., 1917-35; t., h. s., 1935—; (6) 1913; (7) t. soc. studies, 1935; (9) rbc.

MARGARET HALL SCHOOL, VERSAILLES: (2) MARTHA C. MCCAULEY (MRS.); (3) AB, U. Ky.; (4) Columbia U.; (5) math. t., Latin t.; act. prin., 1922-23; (6) 1912; (7) Latin t., 1931; (9) mr.

NOTRE DAME ACADEMY, COVINGTON: (2) SISTER MARY AGNETIS, S. N. D.; (3) AB, Xavier U.; (4) Notre Dame U.; St. Louis U.; (5) t., 1906-24; prin., 1924—; (6) 1906; (7) prin., 1924; (9) smj.

MT. STERLING H. S.: (2) BESS ROBINSON; (3) AB, Transylvania Coll.; (4) U. Ky.; (5) soc. sci., Eng. t., jr. h. s.; (6) 1908; (7) Eng. t., 1933; (9) khh.

MT. STERLING H. S.: (2) MRS. ROBERT TURNER; (3) AB, U. Ky.; (4) U. Ky.; (5) elem. sch. t., 11 yrs.; Eng. instr., h. s., 20 yrs.; (6) 1907; (7) Eng. instr., 1918; (9) khh.

U. OF KENTUCKY, LEXINGTON: (2) WALTER SEWELL ANDERSON; (3) AB, AM, Randolph-Macon Coll.; (4) Brooklyn Inst. of Arts and Sci.; (5) ass't in animal husbandry, 1913-18; prof. genetics, in charge horse

husbandry, 1919-37; prof. emeritus, 1937; (6) 1913; (7) prof. emeritus, 1937.

U. OF KENTUCKY, LEXINGTON: (2) MATTHEW HUME BEDFORD; (3) AB, Central U.; PhD, U. Penna.; (5) instr. chem., 1913-18; ass't prof., chem., 1918-28; asso. prof. chem., 1928-31; prof. chem., 1931—; (6) 1913; (7) prof. chem., 1931.

U. OF KENTUCKY, LEXINGTON: (2) PAUL PRENTICE BOYD;* (3) AB, Oberlin Coll.; AM, Park Coll.; MA, PhD, Cornell U.; (5) prof. math., 1912-13; hd math. dept., 1917—; dean, Coll. Arts., Sci., 1917—; act. pres., 1917; (6) 1912; (7) hd math. dept., dean, Coll. Arts., Sci., 1917.

U. OF KENTUCKY, LEXINGTON: (2) LINWOOD ARNOLD BROWN; (3) PharmD, Louisville Coll. of Pharmacy; PhC, U. Mich; (5) drug chem., exper. sta., 1910; dir., pub. ser. lab., 1921—; (6) 1910; (7) dir., pub. ser. lab., 1921.

U. OF KENTUCKY, LEXINGTON: (2) THOMSON RIPLEY BRYANT; (3) BS in Agric., U. Ky.; (5) ass't prof. agric. ext., 1910-12; prof. agric. ext., 1912—; ass't dir. agric. exper. sta., 1919—; (6) 1910; (7) ass't dir. agric. exper. sta., 1919; prof. agric. ext., 1912.

U. OF KENTUCKY, LEXINGTON: (2) GARRETT DAVIS BUCKNER; (3) BS, U. Ky.; PhD, Princeton U.; (4) Pasteur Inst., Paris; Sorbonne, Paris; Alliance Francaise, Paris; Oceanographic Inst., Monaco; (5) ass't food chem., 1908-09; research chem., 1912-27; in charge of animal nutrition, 1927—; (6) 1908; (7) in charge of animal nutrition, 1927.

U. OF KENTUCKY, LEXINGTON: (2) LEHRE LIVINGSTON DANTZLER; (3) AB, AM, Wofford Coll.; MA, Vanderbilt U.; (4) U. Leipsic; Columbia U.; (5) asso. prof. Eng. lit., 1912-14; act. hd, dept. Eng., 1914-15; hd dept., prof. philology, 1915—; (6) 1912; (7) hd dept., prof. philology, 1915.

U. OF KENTUCKY, LEXINGTON: (2) HAROLD HARDESTY DOWNING; (3) BCE, CE, U. Ky.; MS, PhD, U. Chicago; (5) ass't in math., civil engin., 1908-10; ass't prof., 1910-13; asso. prof., 1927-31; prof. math., 1931—; (6) 1908; (7) prof. math., 1931.

U. OF KENTUCKY, LEXINGTON: (2) EDWARD FRANKLIN FARQUHAR; (3) AB, AM, Lafayette Coll.; (4) Columbia U.; (5) prof., Eng., 1909—; (6) 1909; (7) prof. Eng., 1909.

U. OF KENTUCKY, LEXINGTON: (2) WILLIAM EDWIN FREEMAN; (3) AB, Transylvania Coll.; BME, EE, U. Ky.; (5) hd dept. elec. engin., 1911-20; act. dean, coll. engin., 1921-22, 1934-35; ass't dean, coll. engin., 1922-34, 1935-36.

---

* Dr. Boyd has for a number of years been a member of the Commission on Institutions of Higher Education of the Association.—EDITOR.

U. OF KENTUCKY, LEXINGTON: (2) EDMUND J. KINNEY; (3) BS Agr., Ohio St. U.; (5) ass't entomologist, botanist, exper. sta., 1908-11; ass't prof. agronomy, 1911-17; asso. agronomist, 1920—; exten. specialist farm crops, 1918; (6) 1908.

U. OF KENTUCKY, LEXINGTON: (2) FRANK T. MCFARLAND; (3) BS, MS, U. Chicago; PhD, U. Wis.; (5) instr. bot., 1912-13; ass't prof. bot., 1913-21; asso. prof., 1921-25; prof. bot., hd dept., 1925—; (6) 1912; (7) prof. bot., hd dept., 1925.

U. OF KENTUCKY, LEXINGTON: (2) JAMES SPENCER MCHARGUE; (3) BS, MS, U. Ky.; PhD, Cornell U.; (5) chemist, Ky. exper. sta., 1912—.

U. OF KENTUCKY, LEXINGTON: (2) WILLIAM DURRETT NICHOLLS; (3) BS Agr., MS, Agr., U. Ky.; PhD, Cornell U.; (5) instr. agric., 1909-10; ass't prof. animal husbandry, 1912-16; prof. farm management, hd dept., 1916-20; hd dept. farm ec., 1920—; (6) 1909; (7) hd dept. farm ec., 1920.

U. OF KENTUCKY, LEXINGTON: (2) DANIEL VOIERS TERRELL; (3) BCE, CE, U. Ky.; (5) act. prof. highway engin., 1912-15; prof. highway engin., 1915-17; prof. highway engin., act. dean civil engin., 1917-18; prof. civil engin., hd dept., 1918; (6) 1912; (7) prof. civil engin., hd dept., 1918.

U. OF KENTUCKY, LEXINGTON: (2) EDWARD TUTHILL; (3) AB, U. Chicago; AM, U. Mo.; PhD, U. Wis.; (5) ass't prof. hist., 1908-11; hd dept., 1911; (6) 1908; (7) hd dept. hist., 1911.

WESTERN KENTUCKY STATE TEACHERS COLLEGE, BOWLING GREEN: (2) FINLEY C. GRISE; (3) BS, AM, PhD, Peabody Coll.; (5) ass't Eng., Latin, 1913-15; 1917-18; hd Latin dept., 1918; dean coll., 1927; (6) 1913; (7) hd Latin dept., dean coll.; (8) author: *Content and Method in High School Latin;* (9) ehc.

WESTERN KENTUCKY STATE TEACHERS COLLEGE, BOWLING GREEN: (2) SARAH ELLEN JEFFRIES; (3) BS, U. Chicago; (5) critic t., coll. tr. sch.; hd geog. dept., coll.; (6) 1914; (7) hd geog. dept., 1920; (9) ehc.

WESTERN KENTUCKY STATE TEACHERS COLLEGE, BOWLING GREEN: (2) FLORENCE SCHNEIDER; (5) sec'y to bus. mgr.; bursar; (6) 1910; (7) bursar, 1919; (9) ehc.

WESTERN KENTUCKY STATE TEACHERS COLLEGE, BOWLING GREEN: (2) FRANZ JOSEPH STRAHM; (3) grad. Higher Citizen Sch., Sch. for Catholic Church Mus., Conservatory of Souderhausen (Germany); (5) pub. sch., instrumental mus.; hd mus. dept.; (6) 1910; (7) instr. piano, harmony; (8) composer; (9) ehc.

WESTERN KENTUCKY STATE TEACHERS COLLEGE, BOWLING GREEN: (2) Gordon Wilson; (3) AB, AM, PhD, Indiana U.; (5) ass't Eng., Latin, 1912-13; prof. Eng., 1915; hd Eng. dept., 1928; (6) 1912; (7) hd Eng. dept., 1928; (8) author: *A New English Grammar, Alexander Wilson, Poet-Essayist-Ornithologist;* editor: *Forward Steps in Writing and Thinking English Series;* (9) ehc.

WESTERN KENTUCKY STATE TEACHERS COLLEGE, BOWLING GREEN: (2) Elizabeth Woods; (3) AB, Liberty Coll.; (4) U. Chicago; Columbia U.; Oxford U.; Sorbonne, Paris; (5) rom. lang. t., 1912-37; landscape gardener; (6) 1912; (7) landscape gardner, 1937; (9) ehc.

WINCHESTER H. S.: (2) Annie Woodward; (4) U. Ky.; (5) gra. t., 14 yrs.; Eng. t., jr. h. s., 12 yrs.; (6) 1901; (7) librarian, study hall, 1927; (9) fjo.

LOUISIANA

H. SOPHIE NEWCOMB MEMORIAL COLLEGE, TULANE U., NEW ORLEANS: (2) James Adair Lyon*; (3) MA, DSc, Southwestern Pres. U.; (5) prof. physics, hd dept., 1900—; chmn com. on admission, adv. standing; chmn com. courses for tchrs; dir. summer sch.; W. R. Irby prof. physics; (6) 1900; (7) prof. physics, hd dept. physics, 1900; (9) fh.

LOUISIANA ST. NORM. COLLEGE, NATCHITOCHES: (2) H. Lee Prather; (3) AB, LLB, U. Mo.; (4) U. Mo.; U. Wis.; (5) dir. athletics, 25 yrs.; coach, 25 yrs.; prof. pol. sci., 16 yrs.; dean stu., 15 yrs.; (6) 1913; (7) coach, dir. athletics; prof. pol. sci.; dean stu.; (9) mpr.

LOUISIANA STATE U., BATON ROUGE: (2) Raoul Louis Menville; (3) BS, MS, La. St. U.; PhD, Ohio St. U.; (4) U. Chicago; Ohio St. U.; (5) asso. prof. chem., 1906-28; prof. chem., 1928—; dean coll. chem., physics, 1937—; (6) 1906; (7) dean coll. chem., physics, 1937; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) James Francis Broussard; (3) BA, MA, La. St. U.; Officer d'Academie; (4) Coll. de France; Sorbonne; (5) instr., prof. rom. lang., 1904-16; prof., hd dept. rom. lang., 1922—; dean admin., 1931-36; (6) 1904; (7) prof., hd dept. rom. lang., 1922; (8) instrumental in building a house on the campus for language students; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) Ruth Bates Campbell (Mrs. C. C.); (3) BA, MA, La. St. U.; (4) U. Ill.; (5) library ass't, 1913-27; hd, order dept. of library, 1927-29; ref. librarian, 1929-35; cura-

* Dr. Lyon has for a number of years been a member of the Commission on Secondary Schools of the Association and in 1927 was chairman of that commission.—Editor.

tor, La. room, library, 1935—; (6) 1913; (7) curator, La. room, library, 1935; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) CHARLES EDWARD COATES; (3) AB, PhD, Johns Hopkins U.; (5) prof. chem., 1893-37; dean Audubon Sugar Sch., 1907-37; dean Coll. Pure, Applied Sci., 1931-37; dean emeritus, Coll. Pure, Applied Sci., 1937—; (6) 1893; (7) dean emeritus, Coll. Pure, Applied Sci., 1937; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) LINTON LEANDER COOPER; (3) BS, La. St. U.; (5) instr., mech. dr., 1904-14; ass't prof. mech. dr., 1914-18; prof. mech. dr., 1918—; (6) 1904; (7) prof. mech. dr., 1918; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) WILLIAM RUFUS DODSON; (3) BS, U. Mo.; AB, Harvard U.; DSc, La. St. U.; (4) Harvard U.; U. Mich.; (5) prof. bot., bact., botanist exper. sta., 1894-1903; ass't dir. exper. sta., 1903-05; dir. exper. sta., prof. agric., 1905-28; dean coll. agric., 1908-28; prof. agronomy, 1936—; (6) 1894; (7) prof. agronomy, 1936; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) EDWIN BEALE DORAN; (3) BS, MS, U. Ill.; (5) instr. agronomy, 1911-15; ass't prof. agronomy, 1915-19; prof. agric. engin., 1919-22; prof. farm mech., 1922-30; prof. agric. engin., 1930—; (6) 1911; (7) prof. agric. engin., 1930; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) CLAUDE WILBUR EDGERTON; (3) BSc, U. Neb.; PhD, Cornell U.; (5) plant pathologist, exper. sta., 1908—; prof. bot., bact., plant pathology, 1924—; (6) 1908; (7) prof. bot., bact., plant pathology; plant pathologist exper. sta., 1924; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) IRA SAMUEL FLORY; (3) BA, Mt. Morris Coll.; LLB, U. Va.; (4) Columbia U.; (5) prof. law, 1912—; act. dean law sch., 1933-35; (6) 1912; (7) prof. law, 1912; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) THEODOSIA JONES GATES (MRS. W. H.); (5) sec'y to pres., 1909-27; registrar, 1927—; (6) 1909; (7) registrar, 1927; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) WILLIAM HAZEN GATES; (3) AB, Williams; ScD, Harvard U.; (4) Iowa St. U.; Carnegie Inst.; Harvard U.; (5) act. prof. zool., entomology, 1909-10; prof. zool., entomology, hd dept., 1910—; (6) 1909; (7) prof. zool., entomology, hd dept., 1910; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) DAVID VANCE GUTHRIE; (3) AB, AM, Wash. and Lee U.; PhD, Johns Hopkins U.; (5) ass't prof. physics, astronomy, 1911-12; prof. physics, astronomy, 1912—; hd dept. physics, astronomy, 1923—; (6) 1911; (7) prof., hd dept. physics astronomy, 1923; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) Marvin Griffing Osborn; (3) BA, MA, La. St. U.; (4) Ohio St. U.; Columbia U.; (5) sec'y registrar, 1908-10; agric. ed., 1913-22; asso. prof. journalism, 1920-23; prof., hd dept. journalism, 1923-31; prof., dir. sch. journalism, 1931—; (6) 1908; (7) prof., dir. sch. journalism, 1931; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) Boykin Witherspoon Pegues; (3) BS, La. St. U.; MS, U. Wis.; (4) Cornell U.; U. Wis.; (5) prof. civil engin., 1899-1938; (6) 1899; (7) prof. civil engin., 1899; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) William Alexander Read; (3) BA, King Coll.; PhD, Heidelberg; (4) U. Grenoble, Oxford U.; (5) prof., hd dept. Eng., 1902—; (6) 1902; (7) prof., hd dept. Eng., 1902; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) Oscar Waldemar Rosewall; (3) AB, Iowa St. U.; MA, La. St. U.; PhD, Iowa St. Coll.; (5) La. St. U.; Iowa St. Coll.; (5) instr. entomology, 1913-17; ass't prof. entomology, 1917-20; asso. prof. entomology, 1920-24; prof. entomology, 1924—; (6) 1913; (7) prof. entomology, 1924; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) Samuel Thomas Sanders; (3) AB, Southern U.; MS, U. Chicago; (4) U. Chicago; (5) prin. sub-freshman dept., 1902-06; ass't prof. math., 1907-17; prof. math., hd dept., 1917—; (6) 1902; (7) prof. math., hd dept., 1917; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) Charles Henry Staples; (3) BS, La. St. U.; (5) in charge exper. sta. dairy herd, farm, 1911-13; dairy ext. specialist, 1913-22; ass't prof. dairying, 1922-32; asso. prof. dairying, 1932-33; prof. dairying, 1933—; (6) 1911; (7) prof. dairying, 1933; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) William G. Taggart; (3) BS, Miss. A. & M. Coll.; MS, La. St. U.; (5) ass't chem., fertilizer, feed stuff lab., 1906-08; ass't research chem., Audubon Park Sta., 1908-13; ass't dir., sugar sta., 1913-23; ass't dir., exper. sta., 1923—; (6) 1906; (7) ass't dir., agric. exper. sta., 1923; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) George Leroy Tiebout; (3) BS, La. St. U.; (5) horticulturist, agric. exper. sta., 1908-26; horticulturist, agric. ext. div., 1914—; (6) 1908; (7) horticulturist, agric. ext. div., 1914; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) Robert Lee Tullis; (3) LLB, Tulane U.; (5) prof. civil law, 1907-33; dean law sch., 1912-33; dean emeritus, law sch., 1933—; (6) 1907; (7) dean emeritus, law sch., 1933; (9) thm.

LOUISIANA STATE U., BATON ROUGE: (2) JOHN FRANCIS WELCH; (3) AB, Ohio Central Norm.; BS, Nat'l Norm.; (4) Columbia U.; (5) prin., La. St. U. Model Sch., 1909-11; ass't prof. math., 1911-20; asso. prof. math., 1920—; (6) 1909; (7) asso. prof. math., 1920; (9) thm.

MONROE, OUACHITA PARISH H. S.: (2) JACK HAYES; (3) BA, MA, Peabody Coll.; (4) Peabody Coll.; (5) prin., 31 yrs.; (6) 1908; (7) prin., 1908; (9) em.

SOUTHWESTERN LOUISIANA INST., LAFAYETTE: (2) ATWOOD W. BITTLE; (3) BA, A. & M. Coll. of Texas; (4) U. Chicago; (5) hd dept. math., 1910-18; treas.-bus. mgr., 1922—; (6) 1910; (7) treas.-bus. mgr., 1922; (8) standardized purchasing for the college; influential in student-faculty relations.

SOUTHWESTERN LOUISIANA INST., LAFAYETTE: (2) OLIVE CAILLOUET; (4) U. Ky.; (5) sec'y to pres., 1913; registrar, 1923; (6) 1913; (7) registrar, 1923; (8) organized registrar's office.

SOUTHWESTERN LOUISIANA INST., LAFAYETTE: (2) ELEANOR CRIGLER DEHAVEN (MRS.); (4) U. Iowa; Columbia U.; (5) hd stenographic dept., 1910; hd secretarial sci. dept., 1920; ass't prof. secretarial sci., 1930; (6) 1910; (7) ass't prof. secretarial sci., 1930; (8) organized placement work.

SOUTHWESTERN LOUISIANA INST., LAFAYETTE: (2) HARRY LEWIS GRIFFIN; (3) BA, W. Va. U.; JD, U. Chicago; (5) prof. hist., soc. sci., 1912-21; dean coll. lib. arts, 1921—; (6) 1912; (7) dean coll. lib. arts, 1921; (8) prominent in standardizing work at Southwestern to meet requirements of Southern Asso.

ST. JOSEPH ACADEMY, NEW ORLEANS: (2) SISTER LUCIA PONCET; (3) BS, Loyola U.; (6) 1910; (7) Fr. t., 1910; (9) se.

MISSISSIPPI

BLUE MOUNTAIN COLLEGE, BLUE MOUNTAIN: (2) LUCY HUTCHINS; (3) dip. Blue Mountain Coll.; BA, MA, U. Miss.; PhD, U. Chicago; (4) U. Miss.; U. Iowa; U. Chicago; (5) Eng., Math. t., 1899-1901; t. h. s. math., 1901-20; hd dept. Latin, 1920; (6) 1899; (7) hd dept. Latin, 1920; (9) jlh.

BLUE MOUNTAIN COLLEGE, BLUE MOUNTAIN: (2) DAVID E. GUYTON; (3) BA, Blue Mountain Coll.; BS, U. Miss.; AM, Columbia U.; (4) Peabody Coll.; U. Chicago; Columbia U.; U. Miss.; (5) Fr., Ger. t., 1903-07; Eng. t., 1907-10; educ. t., 1911-13; hd dept. soc. sci., 1914—; (6) 1903; (7) hd dept. soc. sci., 1914; (8) often called Poet Laureate of Mississippi (has been blind since 12 yrs. of age); (9) jlh.

BLUE MOUNTAIN COLLEGE, BLUE MOUNTAIN: (2) Pearl Leavell; (3) BA, Blue Mountain Coll.; CL, Chautauqua; Certif. with Distinction, U. Miss.; (4) U. Colo.; U. Miss.; Columbia U.; Chautauqua; (5) supervised piano practice, gra. t., 1906-16; ass't to dean of women, 1916-18; (6) 1904; (7) hd dept. home ec., 1918; (9) jlh.

BLUE MOUNTAIN COLLEGE, BLUE MOUNTAIN: (2) Elizabeth Purser; (3) BA, dip., Blue Mountain Coll.; B. of Expression, Columbia Coll. of Expression; BLit. Interpretation, Emerson Coll.; (4) Emerson Coll.; Columbia Coll. of Expression; (5) hist., expression t., 1895-1910; dir. speech arts dept., 1910—; (6) 1895; (7) dir. speech arts dept., 1910; (9) jlh.

BLUE MOUNTAIN COLLEGE, BLUE MOUNTAIN: (2) Nora Lee Ray; (3) BA, Blue Mountain Coll.; BS, Peabody Coll.; AM, U. Miss.; (4) U. Tenn.; Am. Conservatory of Mus.; U. Va.; U. Miss.; U. Chicago; Peabody Coll.; (5) mus. t., 1907-10; ass't to dean of women, 1910-13; dept. Eng., 1917; (6) 1907; (7) dept. Eng., 1917; (9) jlh.

MILLSAPS COLLEGE, JACKSON: (2) George Lott Harrell; (3) BS, MS, Millsaps Coll.; (4) U. Chicago; (5) asso. prof. physics, biol., 1 yr.; prof. physics, astronomy, biol., 1 yr.; prof. physics, astronomy, 25 yrs.; dir. James Observatory, 15 yrs.; registrar, 20 yrs.; (6) 1911; (7) prof. physics, astronomy, 1913; (8) associated with Dr. Sullivan in planning Sullivan-Harrell Science Hall; originated and developed registrar's office service; director summer school; (9) dmk.

MILLSAPS COLLEGE, JACKSON: (2) J. Reese Lin*; (3) BA, Emory Coll.; MA, Vanderbilt U.; (4) Cornell U.; (5) prof. hist., ec., 1 yr.; prof. hist., soc. sci., 3 yrs.; prof. phil., hist., 21 yrs.; sec'y, 21 yrs.; (6) 1912; (7) prof. phil., hist., 1916; (9) dmk.

MILLSAPS COLLEGE, JACKSON: (2) John Magruder Sullivan; (3) BA, Centenary Coll.; MA, U. Miss.; MA, PhD, Vanderbilt U.; (4) U. Chicago; (5) nat. sci., 1 yr.; prof. physics, chem., 4 yrs.; prof. chem., geol., 27 yrs.; vice pres., 12 yrs.; treas., 6 yrs.; (6) 1902; (7) prof. chem., geol., 1911; (8) dean of sci. dept. since its inception; together with Prof. Harrell planned Sullivan-Harrell Science Hall; (9) dmk.

MISSISSIPPI COLLEGE, CLINTON: (2) Dotson McGinnis Nelson; (3) BS, LLD, Miss. Coll.; AM, PhD, Indiana U.; (4) U. Chicago; U. Mich.; (5) ass't prof. chem., 3 yrs.; hd dept. physics, 23 yrs.; exec. sec'y, Miss. Baptist Educ. Com., 4 yrs.; (6) 1911; (7) pres., 1932; (8) leader in raising endowment and discharging indebtedness of college, a[illegible]epar-ing college for membership in Southern Asso.; (9) ams.

* Dr. Lin was a member of the Commission on Secondary Education fr[illegible]ganiza tion meeting until 1936.—Editor.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) J. V. Bowen; (3) PhB, U. Miss.; (4) U. Miss.: U. Chicago; U. New York; Grenoble; (5) act. prof. mod. lang., 1904-06; prof. mod. lang., 1906-15; prof. bus., indus., in charge div. bus., indus., 1915-16; dir. sch. indus. educ., 1916-17; dir. sch. bus., indus., 1918-27; prof. finance, marketing, 1927-31; dean sch. bus., prof. bus. admin., 1931-38; (6) 1904; (7) dean, sch. bus., prof. bus. admin., 1931; (8) organization and development of sch. of bus.; (9) sbh.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) C. F. Briscoe; (3) BA, Indiana U.; MA, PhD, U. Ill.; (5) chief bact. exper. sta., 1912-13; prof. bact., chief bact. exper. sta., 1913-30; chief bact. exper. sta., 1930-32; colaborator bact., chief exper. sta., 1932—; (6) 1912; (7) chief bact. exper. sta., colaborator dept. bact., 1932; (9) sbh.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) R. C. Carpenter; (3) BS, Miss. St. Coll.; (4) U. Wis.; (5) ass't prof. mech. engin., supt., power plant, 1902-12; prof. mech. engin., hd dept., supt. power plant, 1912-34; prof. mech. engin., hd dept., supt. power plant, supervisor bldgs, grounds, 1934-38; prof. emeritus mech. engin., supt. dept. utilities, 1938; (6) 1902; (7) prof. emeritus mech. engin., supt. dept. utilities, 1938; (8) organization and development of mechanical engineering department and college utilities; (9) sbh.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) M. L. Freeman; (3) BS, Ga. Sch. of Tech.; MS, Miss. St. Coll.; (4) Cornell U.; U. Chicago; Chicago Art Inst.; (5) instr., 1903-08; ass't prof., 1908-10; asso. prof., 1910-18; prof. dr., 1918-38; hd dr. dept., 1918-38; (6) 1903; (7) hd dr. dept.; (9) sbh.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) A. W. Garner; (3) BS, Miss. St. Coll.; PhM, U. Chicago; (4) U. Illinois; (5) ass't prof. hist., civics, 3 yrs.; asso. prof. hist., civics, 7 yrs.; prof. hist., ec., 16 yrs.; prof. hist., 3 yrs.; (6) 1909; (7) prof. hist., 1936; (8) research in Mississippi history in coöperation with state historical societies; (9) sbh.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) W. F. Hand; (3) BS, MS, Miss. St. Coll.; PhD, Columbia U.; (4) U. Va.; (5) ass't st. chemist, instr. chem., 1893-99; prof. chem., hd dept., st. chemist, 1899-1916; prof. chem., hd dept., st. chemist, dean sch. sci., 1916-35; prof. chem., hd dept., st. chemist, dean sch. sci., vice pres., 1935-38; (6) 1893; (7) prof. chem., hd dept., st. chemist, dean sch. sci., vice pres., 1935; (8) development of chemical library, designing model chemistry laboratory for college; (9) sbh.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) H. H. Harned; (3) BS, MS, Miss. A. & M. Coll.; MS, U. Wis.; (4) U. Wis.;

Iowa St. Coll.; (5) fellow in bact., 1 yr.; instr., 3 yrs.; ass't prof., 3 yrs.; asso. prof., 11 yrs.; prof., 2 yrs.; act. hd bact., 2 yrs.; hd dept., 4 yrs.; (6) 1912; (7) hd dept. bact., 1934; (9) sbh.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) J. C. HERBERT; (3) BS, MS, Miss. A. & M. Coll.; (4) U. Va.; Harvard U.; U. Chicago; Columbia U.; (5) instr. prep. dept., 1889-91; instr. math. dept., 1891-95; prof. in charge prep. dept. 1895-1903; prof. hist., civics, 1903-20; prof. gov't, registrar, 1920; vice pres., 1925-30; (6) 1889; (7) prof. emeritus gov't, 1937; (8) organization and development of department of government; (9) sbh.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) J. S. MOORE; (3) BS, MS, Miss. St. Coll.; (4) U. Wis.; Ohio St. U.; Cornell U.; (5) ass't to dir. exper. sta., 1894-98; ass't dairy husbandman exper. sta., instr. agric., 1898-1900; act. prof. dairy husbandry, 1900-04; prof. dairy husbandry, hd dept. instr., exper. sta., 1904-38; (6) 1894; (7) prof. dairy husbandry, hd dept. instr., exper. sta., 1904; (8) brought into productive use waste lands of college; development of dairy herd; leadership in development of dairying as important industry in Mississippi through establishment of coöperative creamery; (9) sbh.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) L. L. PATTERSON; (3) BA, MA, Miss. Coll.; ME, Cornell U.; (4) U. Chicago; (5) ass't prof. elec. engin., 1909-10; asso. prof., 1910-12; prof. physics, 1912-14; prof. elec. engin., 1914—; (6) 1909; (7) dean, sch. engin., 1930; (8) reorganization on engineering school to meet requirements of Engineers Council for Professional Development; (9) sbh.

MISSISSIPPI STATE COLLEGE, STATE COLLEGE: (2) C. R. STARK; (3) BS, Miss. St. Coll.; (4) U. Chicago; (5) librarian, instr. math., 1900-08; ass't prof. math., 1908-12; asso. prof. math., 1912-38; (6) 1900; (7) asso. prof. math., 1912; (8) organization of library and introduction of standard system of classification; (9) sbh.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) RUBY CAULFEILD; (3) AB, Miss. St. Coll. for Women; AM, U. Wis.; PhD, Columbia U.; (4) U. Wis.; U. Chicago; Columbia U.; Institut d'etudes francaises de Touraine; McGill U.; U. Mexico; (5) ass't prof. mod. lang., 1909-13; act. hd mod. lang. dept., 1913-14; ass't prof. mod. lang., 1914-19; prof. mod. for. lang., 1919—; (6) 1909; (7) prof. mod. for. lang., 1919; (9) blp.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) BEULAH CULBERTSON; (3) AB, Miss. St. Coll. for Women; BS in LS, U. Illinois; (4) Chautauqua; Columbia U.; U. Illinois; (5) ass't librarian, 1910-12; librarian, 1912—; (6) 1910; (7) librarian, prof. library sci., 1935; (9) blp.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) Clytee Rebecca Evans; (3) BS, Miss. St. Coll. for Women; MS, PhD, U. Chicago; (4) U. Vermont; U. Mich.; U. Chicago; Cornell U.; (5) ass't prof. biol., 1912-22; act. hd dept. biol., 1922-30; dean coll., 1930-32; prof. biol., 1932—; (6) 1912; (7) prof. biol., 1932; (9) blp.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) Lawrence G. Painter; (3) PhB, Brown U.; LLB, U. Md.; AM, Harvard U.; (5) prof. Eng., 1913; (6) 1913; (7) prof. Eng., 1913; (9) blp.

MISSISSIPPI ST. COLLEGE FOR WOMEN, COLUMBUS: (2) Alice Wildman; (3) BS, AM, Columbia U.; (4) Columbia U.; U. Chicago; U Ala.; (5) ass't prof. educ., psy., 1910-30; prof. educ., psy., 1930-32; asso. prof. educ., psy., 1932—; (6) 1910; (7) asso. prof. educ., psy., 1932; (9) blp.

U. OF MISSISSIPPI, UNIVERSITY: (2) James Warsaw Bell; (3) BPh, AM, U. Miss.; (4) Columbia U.; U. Chicago; U. Mich.; (5) asso. prof. math., 1907-09; prof. sec. educ., h. s. visitor, 1909-10; prof. ec., pol. sci., 1910—; dean sch. educ., 1910-14; dean sch. commerce, bus. admin., 1917—; (6) 1907; (7) dean sch. commerce, bus. admin., prof. ec., pol. sci.; (9) vac.

U. OF MISSISSIPPI, UNIVERSITY: (2) David Horace Bishop; (3) AB, LLD (hon.), Emory & Henry; MA, Vanderbilt U.; (4) Columbia U.; (5) prof. Eng., 32 yrs.; vice chancellor, 3 yrs.; dean faculty, 3 yrs.; (6) 1904; (7) prof. Eng., hd dept., 1904, dean faculty, 1935; (8) contributions to reviews and journals in English; (9) vac.

U. OF MISSISSIPPI, UNIVERSITY: (2) Calvin S. Brown; (3) BS, MS, DS, Vanderbilt U.; PhD, U. Col.; (5) prof. mod. lang.; prof. art, archeology; (6) 1905; (7) prof. mod. lang.; prof. art, archeology; (8) author; (9) vac.

U. OF MISSISSIPPI, UNIVERSITY: (2) Alfred Hume; (3) BE, CE, DSc, Vanderbilt U.; (5) prof. math., 1890-1926; 1932—; act. prof. civil engin., 1900-02; dean coll. liberal arts, 1905-20; vice chancellor, 1905-24; act. chancellor, 1906-07; chancellor, 1924-30; 1932-35; (6) 1890; (7) prof. math., hd dept., chancellor emeritus, 1935; (9) vac.

U. OF MISSISSIPPI, UNIVERSITY: (2) William Lee Kennon; (3) BS, MS, Millsaps Coll.; PhD, Johns Hopkins U.; (5) ass't prof. chem., 1909-11; act. prof. physics, astronomy, 1911-13; hd physics, astronomy, 1913—; (6) 1909; (7) prof. physics, astronomy, hd dept., 1911; (8) designer of laboratory and educational apparatus; author of several laboratory manuals and scientific papers; (9) vac.

U. OF MISSISSIPPI, UNIVERSITY: (2) Christopher Longest; (3) AB, U. Miss.; PhD, U. Chicago; (5) ass't prof. Latin, 1908-10; asso. prof., Latin, 1910-20; prof. Sp., 1920—; (6) 1908; (7) prof. Sp., 1920; (8) exec. sec'y Alumni Loan Asso.; registrar, 1920-30; dir. summer session, 1920-34; (9) vac.

U. OF MISSISSIPPI, UNIVERSITY: (2) Alfred William Milden; (3) BA, U. Toronto; PhD, Johns Hopkins U.; (4) U. Chicago; (5) prof. Greek lang., lit., 1910—; dean, coll. liberal arts, 1920-36; hd dept. classics, 1936—; (6) 1910; (7) hd dept. classics, 1936; (9) vac.

U. OF MISSISSIPPI, UNIVERSITY: (2) Peter Whitman Rowland; (3) MD, Memphis Hospital Medical Coll.; (4) U. Chicago; (5) prof. materia medica; pro.. materia medica, hygiene; prof. pharmacology; physician to univ.; field dir. medical lib.; (6) 1903; (7) prof. pharmacology, 1908; (8) initiated program for expansion of library of medical school; contributed to securing appropriation for expansion of medical school; (9) vac.
WEST POINT H. S.: (2) Kate Clisby; (4) U. Chicago; U. Tenn.; U. Cal.; Emory U.; (5) Latin, math., civics, ec. t.; (6) 1903; (7) Latin, math. t., 1903; (9) bdm.

NORTH CAROLINA

DAVIDSON COLLEGE, DAVIDSON: (2) Howard Bell Arbuckle; (3) AB, AM, Hampden-Sydney Coll.; PhD, Johns Hopkins U.; (4) U. Va.; (5) prof. chem., 26 yrs.; (6) 1912; (7) prof. emeritus, 1937; (8) chmn bd of control, Y. M. C. A. in Davidson College; (9) os.

DAVIDSON COLLEGE, DAVIDSON: (2) Archibald Currie; (3) AB, Davidson Coll.; (4) Columbia U.; Cornell U.; U. N. C.; (5) librarian, tutor, 1901-04; ass't prof. Latin, math., 1906-14; prof. pol. sci., educ., 1914-16; prof. ec., pol. sci., 1916—; (6) 1901; (7) prof. ec., pol. sci., 1916; (8) organized dept. of political science; (9) os.

DAVIDSON COLLEGE, DAVIDSON: (2) James McDowell Douglas; (3) AB, AM, Davidson Coll.; PhD, Johns Hopkins U.; (4) Columbia U.; Cornell U.; U. Chicago; (5) dir. athletics, 20 yrs.; charge of bldgs, grounds, 5 yrs.; (6) 1901; (7) prof. physics, 1901; (9) os.

DAVIDSON COLLEGE, DAVIDSON: (2) William Richard Grey; (3) AB, Davidson Coll.; PhD, Johns Hopkins U.; (4) New York U.; Columbia U.; (5) prof. Latin, 40 yrs.; (6) 1893; (7) prof. emeritus, 1934; (9) os.

DAVIDSON COLLEGE, DAVIDSON: (2) Caleb Richmond Harding; (3) AB, AM, Davidson Coll.; PhD, Johns Hopkins U.; (5) prof. Greek, Ger., 1888-1909; prof. Greek, 1909-31; act. prof., dept. fine arts, 1931—; (6) 1888; (7) act. prof., dept. fine arts; (8) contributor to classical publications; (9) os.

DAVIDSON COLLEGE, DAVIDSON: (2) Frank Lee Jackson; (3) BS, Davidson Coll.; (4) Walton Sch. of Commerce; (5) treas., 1913; instr. accounting, 1919-26; (6) 1913; (7) treas., 1913; (8) installed and developed accounting, budgeting, and reporting system; active in Asso. Am. Colleges and other professional organizations; (9) os.

DAVIDSON COLLEGE, DAVIDSON: (2) John Wilson MacConnell; (3) BS, AM, Davidson Coll.; MD, U. Md.; (4) Columbia U.; U. Edinburgh; (5) prof. biol., 1908-22; prof. hygiene, dir. stu. health ser., 1922—; (6) 1908; (9) os.

DAVIDSON COLLEGE, DAVIDSON: (2) William Joseph Martin; (3) AB, AM, Davidson Coll.; MD, PhD, U. Va.; LLD, Central U.; Wake Forest Coll.; (5) prof. chem., 1896-1912; pres., 1912-29; pres. emeritus, 1929—; (6) 1896; (7) pres. emeritus, 1929; (9) os.

DAVIDSON COLLEGE, DAVIDSON: (2) Mark Edgar Sentelle; (3) AB, AM, Davidson Coll.; AM, Yale U.; DD, LLD; (4) Cornell U.; Columbia U.; U. Chicago; (5) prof. phil., Bible, 1903; dean of stu., 1921; (6) 1903; (7) prof. Bible, 1903; dean of stu., 1921; (9) os.

DUKE UNIVERSITY, DURHAM: (2) Frank Clyde Brown; (3) AB, Nashville U.; AM, PhD, U. Chicago; (5) prof. Eng., 1909; chmn dept., 1910—; (6) 1909; (7) chmn dept., 1910; (8) as comptroller had much of responsibility for details of building the new physical plant of Duke University; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) Holland Holton; (3) AB, Duke U.; JD, U. Chicago; (4) Duke U.; U. Chicago; (5) instr. pub. speaking, 1912-19; instr. ec., 1914-15; lecturer educ., 1919-21; dir. summer sch., 1920—; prof. educ., chmn. dept., 1921—; (6) 1912; (7) prof. educ., chmn dept., 1921; dir. summer sch., 1920; (8) developed Duke University summer School; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) William Thomas Laprade; (3) AB, Washington Christian; PhD, Johns Hopkins; (5) prof. hist., 1909; (6) 1909; (7) chmn hist. dept., 1938; (8) author; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) Charles B. Markham; (3) AB, AM, Duke U.; (5) instr. engin., 1 yr.; ass't prof. math., prof. math., 21 yrs.; (6) 1908; (7) ass't treas., 1911; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) Charles William Peppler; (3) AB, PhD, Johns Hopkins U.; (5) prof. Greek, 1912; chmn dept.; (6) 1912; (7) chmn dept., 1912; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) Hersey Everett Spence; (3) AB, AM, BD, Duke U.; DD, Asbury; (4) Columbia U.; U. Chicago; (5) ass't prof. Eng., 1910-13; prof. rel. educ., 1918—; (6) 1910; (7) prof. rel.

educ., 1918; (8) author several volumes poetry and texts; author, dir. of community pageants and plays; (9) wrm.

DUKE UNIVERSITY, DURHAM: (2) Robert North Wilson; (3) AB, Haverford Coll.; MS, U. Fla.; (4) U. Illinois; Yale U.; (5) ass't prof. chem., 1910-18; prof., 1918—; (6) 1910; (7) prof. chem., 1918; (9) wrm.

EAST CAROLINA TEACHERS COLLEGE, GREENVILLE: (2) Sallie Joyner Davis; (3) grad. N. C. Coll. for Women; (4) U. Cal.; (5) hist. t., 30 yrs.; (6) 1909; (7) hist. t., 1909; (9) hjm.

EAST CAROLINA TEACHERS COLLEGE, GREENVILLE: (2) Maria D. Graham; (3) BS, AM, Columbia U.; (4) Columbia U.; (5) math. t., 30 yrs.; (6) 1909; (7) math. t.; (9) hjm.

EAST CAROLINA TEACHERS COLLEGE, GREENVILLE: (2) Mamie E. Jenkins; (3) AB, Duke U.; AM, Columbia U.; (4) Columbia U.; (5) Eng. t., 30 yrs.; (6) 1909; (7) Eng. t., 1909; (9) hjm.

EAST CAROLINA TEACHERS COLLEGE, GREENVILLE: (2) Kate W. Lewis; (3) Peace Inst.; (4) U. Virginia; Chautauqua Art Sch.; (5) hd dept. art, 30 yrs.; (6) 1909; (7) hd dept. art, 1909; (9) hjm.

EAST CAROLINA TEACHERS COLLEGE, GREENVILLE: (2) Leon R. Meadows; (3) PhB, Baylor U.; AB, AM, Yale U.; PhD, Columbia U.; (4) Columbia U.; Yale U.; (5) hd dept. Eng., 25 yrs.; pres., 4 yrs.; (6) 1910; (7) pres., 1934; (9) hjm.

EAST CAROLINA TEACHERS COLLEGE, GREENVILLE: (2) Alice V. Wilson; (3) BS, Mass. Inst. of Tech.; (4) Cornell U.; Sch. of Horti., Ambier, Penna.; (5) sci. t., 25 yrs.; (6) 1913; (7) sci. t., 1913; resigned, 1938; (9) hjm.

GREENSBORO COLLEGE, GREENSBORO: (2) Mrs. R. R. Alley; (5) librarian, 27 yrs.; (6) 1911; (7) resigned, 1938; (9) llg.

GREENSBORO COLLEGE, GREENSBORO: (2) Samuel B. Turrentine; (3) AB, AM, U. N. C.; (4) Columbia U.; (5) pres., 22 yrs.; pres., emeritus, prof. Bible, 3 yrs.; (6) 1913; (7) pres. emeritus, prof. Bible, 1935; (8) during his administration, the endowment was increased, new courses added, buildings added to campus, college became member of Southern Association; (9) llg.

LENOIR RHYNE COLLEGE, HICKORY; (2) R. L. Fritz; (3) DD, Lenoir Rhyne Coll.; (4) Johns Hopkins U.; U. N. C.; (5) prof. math., 1891-1901; pres., 1901-20; prof. math., 1920-38; (6) 1891; (7) prof. math., 1920; (9) pem.

MARS HILL COLLEGE, MARS HILL: (2) Beulah Bowden; (3) AM, Columbia U.; art grad., Meredith Coll.; Master of Missionary Training,

Womans Training Sch.; (4) Woodstock Sch. of Art; Columbia U.; (5) art, Bible t.; (6) 1904; (7) 1912; (9) jam.

MARS HILL COLLEGE, MARS HILL: (2) Flora Harding Robinson (Mrs.); (3) BS, Guilford Coll.; AM, U. N. C.; (5) dean of women, 3 yrs.; registrar, 2 yrs.; math. t., 1913—; (6) 1913; (7) hd dept. math., 1925; (9) jam.

MEREDITH COLLEGE, RALEIGH: (2) L. E. M. Freeman; (3) AB, Furman U.; AM, Harvard U.; BD, Newton Theol. Inst.; ThD, Southern Baptist Theol. Semin.; (4) U. Chicago; (5) prof. Bible, phil., 1910-19; prof. Bible, soc. sci., 1919-27; prof. relig., 1927; (6) 1910; (7) prof. relig.; (8) leader in developing dept. of Religion; (9) ceb.

OAK RIDGE MILITARY INST., OAK RIDGE: (2) E. P. Holt; (3) PhB, U. N. C.; (5) instr. Latin, Eng., 1904-14; vice pres., 1914-29; pres., 1929—; dir. athletics, coach, 1904; (6) 1904; (7) pres., 1929; (9) tow.

SALEM COLLEGE, WINSTON-SALEM: (2) Howard E. Rondthaler; (3) PhB, LLD, U. N. C.; BD, DD, Moravian Theol. Semin.; AM, Moravian Coll.; (5) pres., 1909; (6) 1909; (7) pres., 1909; (8) during his administration, academic standards were raised, endowment increased, buildings added to campus; (9) mhb.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) John Manning Booker; (3) AB, Johns Hopkins U.; PhD, U. Heidelberg; (5) asso. prof. Eng., 1909-20; prof. Eng., 1920—; (6) 1909; (7) prof. Eng., 1920; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Kent James Brown; (3) AB, Dickinson Coll.; PhD, U. Penn.; (4) U. Berlin; U. Munich; (5) asso. prof. Ger., 1912-22; prof. Ger., 1922—; (6) 1912; (7) prof. Ger., 1922; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) William Chambers Coker; (3) BS, U. S. C.; PhD, Johns Hopkins U.; (4) U. Bonn; (5) asso. prof. bot., 1902-07; prof. bot., 1907—; (6) 1902; (7) prof. bot., 1907; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) William Morton Dey; (3) BA, MA, U. Va.; AM, PhD, Harvard U.; (5) prof. rom. lang., 1909—; (6) 1909; (7) Kenan prof. rom. lang., 1909; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Wesley Critz George; (3) AB, AM, PhD, U. N. C.; (5) instr. zool., 1912-16; asso. prof. histology, embryology, 1920-24; prof. histology, embryology, 1924—; (6) 1912; (7) prof. histology, embryology, 1924; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Joseph Gregoire de Roulhac Hamilton; (3) MA, U. of the South; PhD, Columbia U.;

(5) asso. prof. hist., 1906-08; prof. hist., 1908—; (6) 1906; (7) Kenan prof. hist., pol. sci., 1920; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) ARCHIBALD HENDERSON; (3) AB, AM, PhD, U. N. C.; PhD, U. Chicago; (4) U. Chicago; Cambridge, Berlin, Paris; (5) instr. math., 1898-1902; asso. prof. math., 1902-08; prof. math., 1908—; (6) 1898; (8) Kenan prof. math., 1908; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) GEORGE KENNETH GRANT HENRY; (3) AB, AM, Hamilton Coll.; PhD, U. N. C.; (5) instr. math., 1908-09; instr. Latin, 1909-14; ass't prof. Latin, 1914-22; ass't registrar, 1922—; (6) 1908; (7) ass't registrar, 1922; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) THOMAS FELIX HICKERSON; (3) PhB, AM, U. N. C.; SB, Mass. Inst. of Tech.; (5) instr. math., 1905-08; asso. prof. engin., 1910-20; prof. structural engin., 1920-38; prof. applied math., 1938; (6) 1905; (7) prof. applied math., 1938; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) JOHN WAYNE LASLEY, JR.; (3) AB, AM, U. N. C.; PhD, U. Chicago; (5) instr. math., 1911-18; ass't prof. pure math., 1918-21; asso. prof. pure math., 1921-24; prof. pure math., 1924—; (6) 1911; (7) prof. pure math., 1924; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) ROBERT BAKER LAWSON; (3) MD, U. Md.; (5) instr. anatomy, 1905-06; demonstrator anatomy, 1906-08; asso. prof. anatomy, 1908-37; asso. prof. phys. educ., 1937—; (6) 1905; (7) asso. prof. phys. educ., 1937; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) ATWELL CAMPBELL MCINTOSH; (3) AB, AM, Davidson Coll.; LLD; (5) prof. law, 1910; (6) 1910; (7) Kenan prof. emeritus law, 1934; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) GEORGE MCFARLAND MCKIE; (3) AB, AM, U. N. C.; (4) Harvard U.; (5) instr. Eng., 1899-1908; asso. prof. pub. speaking, 1908-23; prof. pub. speaking, 1923; (6) 1899; (7) prof. pub. speaking, 1923; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) WILLIAM DE BERNIERE MACNIDER; (3) MD, U. N. C.; (4) U. Chicago; (5) ass't biol., 1899-1900; ass't anatomy, 1900-01; prof. pharmacology, 1905; dean, 1937; (6) 1899; (7) prof. pharmacology, 1905; dean sch. med., 1937; Kenan research prof.; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) CHARLES STAPLES MANGUM; (3) AB, U. N. C.; MD, Jefferson Med. Coll.; (4) U. Chicago; (5) prof. anatomy, 1896—; dean, sch. med., 1933-37; (6) 1896; (7) prof. anatomy, 1896; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Isaac Hall Manning; (3) MD, Long Island Coll. of Med.; (4) U. Chicago; Harvard U.; (5) prof. Physiology, 1901—; dean sch. of med., 1905-33; (6) 1901; (7) prof. physiology, 1901; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Marcus Cicero Stephens Noble; (5) prof. pedagogy, 1898-1934; dean, sch. educ., 1913-33; prof. emeritus pedagogy, 1934; (6) 1898; (7) Kenan prof. emeritus pedagogy, 1934; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Henry McGilbert Wagstaff; (3) PhB, U. N. C.; PhD, Johns Hopkins U.; (4) U. London; (4) asso. prof. hist., 1907-09; prof. hist., 1909—; (6) 1907; (7) prof. hist., 1909; (9) tjw.

U. OF NORTH CAROLIA, CHAPEL HILL: (2) Alvin Sawyer Wheeler; (3) AB, Beloit Coll.; AM, PhD, Harvard U.; (4) Berlin, Bonn; (5) asso. prof. chem., 1900-12; prof. organic chem., 1912; (6) 1900; (7) Kenan prof. emeritus, 1936; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Henry Horace Williams; (3) AB, AM, U. N. C.; BD, Yale U.; (5) prof. phil., 1890; (6) 1890; (7) Kenan prof. emeritus phil., 1936; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Henry Van Peters Wilson; (3) AB, PhD, Johns Hopkins U.; (4) U. Berlin; (5) prof. biol., 1891-1904; prof. zool., 1904—; (6) 1891; (7) Kenan prof. zool., 1904; (9) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Thomas James Wilson, Jr.*; (3) AB, AM, PhD, U. N. C.; (4) U. Chicago; (5) instr. Latin, Greek, 1899-1901; instr. Latin, 1901-02; asso. prof. Latin, 1902-15; registrar, 1908—; (6) 1899; (7) dean admissions, registrar, 1930; (9) tjw.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) Clara Booth Byrd; (3) AB, N. C. Coll. for Women; (5) instr. commercial dept., 1909-16; instr., ass't to treas., 1916-22; alumnae sec'y, 1922—; (6) 1909; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) Laura Hill Coit; (3) grad. N. C. Coll. for Women; (5) instr. phys. educ., 1896-97; instr. Eng., phys. educ., 1897-1901; sec'y coll., 1901-22; sec'y coll., prof., 1922—; (6) 1896; (7) sec'y coll., 1901; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) Harriet Wiseman Elliott; (3) BA, Hanover; AM, Columbia U.; (4) U. Chicago; U. Wis.; (5) instr. hist., 1913-16; asso. prof. pol. sci., 1916-22; prof. pol.

* Dr. Wilson has for a number of years been a member of the Commission on Institutions of Higher Education of the Association.—Editor.

sci., 1922-35; dean of women, prof. pol. sci., 1935—; (6) 1913; (7) dean of women, 1935; (5) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) RUTH FITZGERALD; (3) BS, AM, Columbia U.; (5) supervisor training sch., 1905-21; instr. educ., 1921-22; asso. prof. educ., 1922-25; prof. educ., 1926—; (6) 1905; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) E. J. FORNEY; (5) treas., prof., commercial subjects, 1892-1934; treas., 1934; (6) 1892; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) JULIUS ISAAC FOUST; (3) PhB, LLD, U. N. C.; (5) prof. educ., 1902-04; dean, prof. educ., 1904-06; act. pres., 1906-07; pres., 1907-33; vice pres., 1933-34; pres. emeritus, 1934—; (7) pres. emeritus, 1934; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) ANNA M. GOVE; (3) MD, Woman's Med. Coll. of N. Y.; (4) U. Mich.; (5) resident physician, prof. physiology, 1893-1936; resident physician, 1936; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) WALTER CLINTON JACKSON; (3) BS, LLD, Mercer U.; (4) U. Chicago; (5) prof. hist., 1909-14; prof. hist., dean coll., 1914-21; prof., vice pres., 1921-32; hd sch. pub. admin., Chapel Hill, lecturer hist., 1932-34; dean admin., 1934—; (6) 1909; (7) dean admin., 1934; (8) author *A Boy's Life of Booker T. Washington;* collaborator in *An Anthology of Negro Poetry;* (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) MINNIE L. JAMISON; (5) prof. home ec., 1896-1916; coll. inspector home ec. in h. s., 1917-19; exten. worker, 1919-23; stu. counselor, 1923-36; part-time counselor, 1936; (6) 1896; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) ALLEINE RICHARD MINOR; (3) dip., Meredith Coll.; BS, Columbia U.; (4) New England Conservatory of Mus.; (5) instr. piano, 1913-22; ass't prof. piano, 1922-27; asso. prof., 1927—; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) MARY TAYLOR MOORE; (3) dip., N. C. Woman's Coll.; Woman's Coll. of U. N. C.; Harvard U.; (5) instr. Latin, 1904-07; registrar, asso. prof., 1909-22; registrar, prof., 1922—; (6) 1904; (7) registrar, 1909; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) MARY M. PETTY; (3) BS, Wellesley Coll.; (4) Bryn Mawr Coll.; Harvard U.; U. Colo.; (5) prof., hd chem. dept., 1893-1934; part-time prof. chem., 1934—; (6) 1893; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) WILLIAM CUNNINGHAM SMITH; (3) PhB, LHD, U. N. C.; (5) prof., hd dept. hist.,

1900-02; hd hist., Eng. dept., 1902-04; hd hist. dept., 1904-06; hd Eng. dept., 1906-07; prof., hd Eng. dept., dean, 1907-34; prof., hd Eng. dept., 1934—; (6) 1900; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) Cornelia Strong; (3) BA, Cornell U.; MA, U. Mich.; (4) Harvard U.; Cornell U.; U. Cal.; U. Wis.; (5) instr. math., 1905-09; asso. prof. math., 1909-22; prof. math., 1922—; (6) 1905; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) Mary Alice Tennent; (3) BP, AB, N. C. Coll. for Women; (5) ass't registrar, 1913; (9) mtm.

WOMAN'S COLLEGE OF U. N. C., GREENSBORO: (2) Elizabeth McIver Weatherspoon (Mrs.); (4) Columbia U.; (5) supervisor training sch., 1906-09; art instr. training sch., 1910-22; asso. prof. art, 1922-33; part-time asso. prof. art, 1934—; (9) mtm.

SOUTH CAROLINA

COKER COLLEGE, HARTSVILLE: (2) Josephine Erwin; (5) sec'y to pres., bookkeeper, registrar, 1937; ass't to pres., 1937; (6) 1912; (7) ass't to pres., 1937; (9) dca.

COKER COLLEGE, HARTSVILLE: (2) Ora A. Willis; (3) BL, Limestone Coll.; (4) Columbia U.; U. Va.; U. Mich.; Drexel Inst.; (5) prof. hist.; librarian; (6) 1909; (7) on leave of absence 1938-39; (9) dca.

COLUMBIA COLLEGE, COLUMBIA: (2) James Milton Ariail; (3) AB, AM, Wofford Coll.; AM, PhD, U. N. C.; (4) U. Chicago; Columbia U.; Johns Hopkins U.; (5) prof. anc. lang., 1912-21; prof. Eng., 1921-38; (6) 1912; (7) Stackhouse prof. Eng., hd dept., 1921; (8) faculty advisor, student publications and social clubs; (9) jcg.

COLUMBIA COLLEGE, COLUMBIA: (2) David Derrick Peele; (3) AB, Duke U.; AM, U. Chicago; LLD, Wofford Coll.; (4) U. S. C., Duke U.; (5) prof. Eng., 1907-20; dean coll. lib. arts, prof. math., 1920-38; (6) 1907; (7) dean, prof. math., 1920; (8) curriculum changes and advancement of academic standards while dean; (9) jcg.

GAFFNEY H. S.: (2) Rose Ballenger; (3) AB, Limestone Coll.; (4) U. S. C.; (5) soc. sci. t.; (6) 1911; (7) hist. t.; (8) senior class sponsor; (9) mmw.

ORANGEBURG H. S.: (2) A. J. Thackston; (3) AB, Furman U.; (4) U. Chicago; U. Wis.; U. Southern Cal.; (5) supt., 40 yrs.; (6) 1897; (7) supt., 1897; (8) has furnished sound, conservative, and thrifty administration for 40 yrs.; (9) fdc.

THE CITADEL, CHARLESTON: (2) Louis Knox; (3) BS, U. Texas; MS, U. Chicago; (4) U. Texas; (5) prof. chem., 29 yrs.; (6) 1908; (7) prof. chem., 1908; (9) lap.

THE CITADEL, CHARLESTON: (2) Clifton Lecroy Hair; (3) BS, The Citadel; AM, Duke U.; (4) Duke U.; (5) instr. math., 1 yr.; ass't prof. math., 19 yrs.; prof. math., 8 yrs.; (6) 1909; (7) prof. math., 1929; (9) lap.

THE CITADEL, CHARLESTON: (2) Louis Shepherd LeTellier; (3) MS, Coll. of Charleston; (5) prof. dr., 12 yrs.; prof. engin., 17 yrs.; (6) 1908; (7) prof. civil engin., 1920; (9) lap.

THE CITADEL, CHARLESTON: (2) Smith Johns Williams; (3) AB, William & Mary; (4) Columbia U.; (5) ass't prof. Eng., 10 yrs.; prof. hist., 17 yrs.; (6) 1910; (7) prof. hist., 1920; (9) lap.

U. OF SOUTH CAROLINA, COLUMBIA: (2) Leonard Theodore Baker*; (3) AB, AM, LLD, Coll. of Charleston; (4) Columbia U.; (5) asso. prof. educ., 1906; prof., 1908; dean of univ., 1914-31; act. pres. 1926-27, 1931-32; pres., 1932-36; dean of faculty, prof. educ., 1937—; (6) 1906; (7) dean faculty, prof. educ., 1937; (9) ltb.

U. OF SOUTH CAROLINA, COLUMBIA: (2) Francis Wright Bradley; (3) AB, AM, U. S. C.; PhD, U. Chicago; (4) Marburg, Paris; (5) instr., 1907-10; adj. prof., 1911-17; prof., hd dept. Ger., 1921-36; hd dept. mod. lang., 1936—; act. dean of univ., 1931-36; dean coll. arts, sci., 1936—; (6) 1907; (7) hd dept. mod. lang.; dean coll. arts, sci., 1936; (9) ltb.

U. OF SOUTH CAROLINA, COLUMBIA: (2) Ashmead Courtenay Carson; (3) AB, AM, U. S. C.; (4) Cornell U.; (5) instr. physics, 1902; asso. prof., 1906; prof., hd dept., 1908; (6) 1902; (7) hd dept. physics, 1908; (9) ltb.

U. OF SOUTH CAROLINA, COLUMBIA: (2) James Bruce Coleman; (3) BS, AM, U. S. C.; PhD, U. Cal.; (4) Columbia U.; (5) instr., 1909; adj. prof., 1910; asso. prof., 1913; prof., hd dept. math., 1915; (6) 1909; (7) hd dept. math., 1915; (9) ltb.

U. OF SOUTH CAROLINA, COLUMBIA: (2) Henry C. Davis; (3) AB, AM, U. S. C.; (4) U. Chicago; (5) adj. prof. Eng., 1904; asso. prof., 1908; prof., 1911; (6) 1904; (7) hd dept. Eng., 1935; (9) ltb.

U. OF SOUTH CAROLINA, COLUMBIA: (2) J. Nelson Frierson; (3) BL, LLD, Hobart; LLB, Columbia; (4) Cornell Law Sch.; (5) part-time prof. law, 1908-20; dean law sch., 1920—; (6) 1908; (7) dean law sch., 1920; (9) ltb.

* President of the Southern Association, 1923-24; member Executive Committee, 1921-26; for a number of years a member of the Commission on Institutions of Higher Education of the Association.—Editor.

U. OF SOUTH CAROLINA, COLUMBIA: (2) Edwin L. Green; (3) AB, Washington and Lee Coll.; PhD, Johns Hopkins U.; (5) adj. prof. anc. lang., 1900; asso. prof., 1906; prof., 1910; (6) 1900; (7) hd dept. anc. lang., 1910; (8) author: *History of the University of South Carolina;* (9) ltb.

U. OF SOUTH CAROLINA, COLUMBIA: (2) George McCutchen; (3) AB, LLB, U. S. C.; (4) Harvard U.; U. Wis.; U. Chicago; (5) adj. prof. ec., 1907; prof., 1910; (6) 1907; (7) hd dept. ec., 1910; (9) ltb.

U. OF SOUTH CAROLINA, COLUMBIA: (2) Josiah Morse; (3) AB, AM, Richmond Coll.; PhD, Clark U.; (5) prof. phil., psy., hd dept., 1911; (6) 1911; (7) prof. phil., psy., hd dept., 1911; (9) ltb.

U. OF SOUTH CAROLINA, COLUMBIA: (2) Reed Smith; (3) AB, LittD, Davidson Coll.; AM, U. S. C.; PhD, Harvard U.; (4) Harvard U.; (5) prof. Eng., 1910; dean grad. sch., 1929; (6) 1910; (7) dean grad. sch., 1929; prof. Eng., 1910; (8) author and editor of numerous texts in English literature; research and publication in folk lore and ballads; (9) ltb.

U. OF SOUTH CAROLINA, COLUMBIA: (2) Stephen Taber; (3) AB, Leland Stanford U.; PhD, U. Va.; (5) prof. geol., hd dept., 1912; (6) 1912; (7) prof. geol., hd dept., 1912; (8) numerous research studies published in American and European journals; (9) ltb.

U. OF SOUTH CAROLINA, COLUMBIA: (2) Patterson Wardlaw; (3) AB, LLD, Erskine; LittD, Presbyterian Coll. of S. C.; (4) Princeton U.; Clark U.; U. Va.; (5) prof. pedagogics, asso. in anc. lang., 1894; dean sch. educ., prof., 1906; dean emeritus, prof., 1930; (6) 1894; (7) dean emeritus, prof. educ., 1930; (9) ltb.

U. OF SOUTH CAROLINA, COLUMBIA: (2) George Armstrong Wauchope; (3) AB, AM, PhD, LittD, Wash. and Lee U.; (4) U. Berlin; Oxford U.; Harvard U.; (5) adj. prof. Eng., 1898; asso. prof., 1899; prof., 1903; hd dept. Eng., 1903-35; (6) 1898; (7) prof., 1903; emeritus hd dept., 1935; (8) edited and published numerous books and bulletins on English and American literature; (9) ltb.

TENNESSEE

CHATTANOOGA, CENTRAL H. S.: (2) Mrs. John A. Shelton; (3) BS, Peabody Coll.; AM, Columbia U.; (5) Eng., Latin, civics, commercial arith., 1909-21; (6) 1909; (7) hd Eng. dept., 1921; (9) sen.

CHATTANOOGA H. S.: (2) Kate Garvin; (3) AB, U. Chattanooga; (4) Columbia U.; Peabody Coll.; U. Tenn.; (5) Eng. t., 1909; (6) 1909; (7) Eng. t., 1909; (8) sponsor freshman class 10 yrs.; sophomore class, 2 yrs.; senior class, 2 yrs.; school paper, 6 yrs.; Conversazione Club, 12 yrs.; (9) cfb.

CHATTANOOGA H. S.: (2) Annetta Trimble; (3) AB, U. Chattanooga; LittD, Western Coll.; (4) Cornell U.; U. Chattanooga; (5) hd math. dept., 25 yrs.; dean of girls, registrar, 1910—; (6) 1882; (7) hd math. dept., registrar, dean of girls; (8) class sponsor, 1925-26; joint recipient of 1938 Kiwanian Award for valuable service to City of Chattanooga, the first year the recipient was a woman; builder of scholarship and ideals; (9) cfb.

COLUMBIA, CENTRAL H. S.: (2) Frances Alford; (3) BS, Peabody Coll.; (4) Peabody Coll.; U. Tenn.; (5) Eng., math. t.; (6) 1911; (7) librarian, 1929; (9) wjf.

COLUMBIA, CENTRAL H. S.: (2) L. S. Duke; (4) U. Tenn.; U. Chicago; Peabody Coll.; (5) hd sci., 4 yrs.; indus. arts, 5 yrs.; sci., 3 yrs.; indus. arts, 17 yrs.; prin. h. s., 1913-36; ass't prin., 1936—; (6) 1910; (7) hd indus. arts, ass't prin.; (8) introduced industrial arts into school system; (9) wjf.

KNOXVILLE H. S.; (2) W. E. Evans; (3) AB, Oberlin Coll.; MS, U. Tenn.; (4) U. Tenn.; U. Chicago; Ohio St. U.; (5) chem. t., 4 yrs.; prin., 1917—; (6) 1913; (7) prin., 1917; (8) continuous improvement of curriculum; broad extracurricular activities; (9) wee.

KNOXVILLE H. S.: (2) Ira Stineman; (3) BS, Valparaiso U.; (4) North Indiana U.; (5) physics t., 25 yrs.; (6) 1914; (7) nat. sci. t., 1914; (9) wee.

LAWRENCEBURG, LAWRENCE CO. H. S.: (2) E. O. Coffman; (3) AB, Abilene Christian Coll.; AM, U. Ala.; (4) Peabody Coll.; (5) ass't prin., 1906-14; prin., 1914—; (6) 1906; (7) prin., 1914; (9) eoc.

MARYVILLE COLLEGE, MARYVILLE: (2) Horace Lee Ellis; (3) BA, MA, Maryville Coll.; (4) Columbia U.; (5) instr. prep. dept., 1898-1900; prin., prep. dept., 1914-24; librarian, 1924—; (6) 1898, 1914; (7) librarian, 1924; (9) rwl.

MARYVILLE COLLEGE, MARYVILLE: (2) Almira Elizabeth Jewell; (3) BA, Maryville Coll.; AM, U. Va.; (4) Peabody Coll.; U. Va.; Duke U.; Johns Hopkins U.; (5) instr. prep. dept., 1912-23; asso. prof. hist., 1923—; (6) 1912; (7) asso. prof. hist., 1923; (9) rwl.

MARYVILLE COLLEGE, MARYVILLE: (2) Fred Lowry Proffitt; (3) BA, Maryville Coll.; (5) instr. prep. dept., 1908-11; prin. prep. dept., 1911-14; treas., 1914; (6) 1908; (7) treas., 1914; (9) rwl.

MARYVILLE COLLEGE, MARYVILLE: (2) Edgar Roy Walker; (3) BA, Maryville Coll.; AM, U. Tenn.; (4) U. Chicago; U. Tenn.; (5) instr. prep. dept., 1909-24; asso. prof. math., physics, 1924—; (6) 1909; (7) asso. prof. math., physics, 1924; (9) rwl.

SEWANEE MILITARY ACADEMY, SEWANEE: (2) DuVal Cravens; (3) BSE, A. & M. Coll. of New Mexico; AM, U. of the South; (4) U. of the South; (5) ass't supt., 1932-38; supt., 1912-32; (6) 1912; (7) ass't supt., 1932; (9) caf.

STATE TEACHERS COLLEGE, MURFREESBORO: (2) P. A. Lyon; (3) LLD, Southwestern U.; (5) prof. math., 1911-21; pres., 1921-38; pres. emeritus, 1938; (6) 1911; (7) pres. emeritus, 1938; (8) as first member of faculty employed, Pres. Lyon has participated in every step in development of institution since its organization; (9) ncb.

STATE TEACHERS COLLEGE, MURFREESBORO: (2) Katherine Monohan; (3) AB, Peabody Norm.; MA, U. Nashville; (5) instr. hist.; (6) 1911; (7) instr. hist., 1911; (9) ncb.

STATE TEACHERS COLLEGE, MURFREESBORO: (2) Tommie Reynolds (Miss); (3) BA, U. Nashville; MA, Peabody Coll.; (4) Peabody Coll.; (5) ass't prof. math., 1911-23; asso. prof. phys. educ., 1923—; (6) 1911; (7) asso. prof. phys. educ., 1923; (9) ncb.

STATE TEACHERS COLLEGE, MURFREESBORO: (2) E. May Saunders; (3) BS, Murfreesboro St. Tchrs Coll.; AM, Columbia U.; (4) Columbia U.; (5) ass't prof. mus.; (6) 1911; (7) ass't prof. mus., 1911; (9) ncb.

TENNESSEE WESLEYAN COLLEGE, ATHENS: (2) Eda Selby Melear (Mrs.); (3) AB, Oxford Coll. for Women; AM, Miami; (4) U. Chicago; (5) mod. lang. t., 30 yrs.; (6) 1906; (7) mod. lang. t., 1906; (9) cod.

U. OF TENNESSEE, KNOXVILLE: (2) C. B. Burke; (3) BL, Vanderbilt; AB, Harvard U.; PhD, Cornell U.; (5) asso. prof. Eng., 1909-12; prof., 1912—; hd dept.; (6) 1909; (7) prof. Eng., 1912; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) John Albert Switzer; (3) ME, Cornell U.; (5) ass't prof. exper. engin., 1908-09; asso. prof., 1909-12; prof. hydraulic engin., 1912—; hd dept.; (6) 1908; (7) prof. hydraulic engin., 1912; (9) rft.

U. OF THE SOUTH, SEWANEE: (2) Telfair Hodgson; (3) AB, MA, U. of the South; (5) treas., commissioner bldgs, lands; (6) 1908; (7) treas., 1908; (9) rgd.

U. OF THE SOUTH, SEWANEE: (2) Reynold Marvin Kirby-Smith; (3) MD, U. of the South; (5) prof. anatomy; health officer, 1907; (6) 1907; (7) health officer of univ.; staff of Emerald-Hodgson Hospital; (8) hd American Red Cross units in France and Serbia, 1914-15; Lt. Colonel in Medical Auxiliary Reserve; (9) rgd.

U. OF THE SOUTH, SEWANEE: (2) Sedley Lynch Ware; (3) BA, Oxon; LLB, Columbia U.; PhD, Johns Hopkins; (5) prof. hist.; (6) 1913; (7) prof. hist., 1913; (9) rgd.

VANDERBILT UNIVERSITY, NASHVILLE: (2) Edwin Lee Johnson; (3) MA, PhD, Vanderbilt U.; (5) ass't in Greek, 1910; instr. Latin, Greek, 1912; ass't prof. Latin, Greek, 1917; asso. prof. Latin, Greek, 1923; prof. Latin, Greek, 1938; (6) 1910; (7) prof. Latin, Greek, 1938; (8) exec. sec'y com. on student loans and scholarships; (9) occ.

VANDERBILT UNIVERSITY, NASHVILLE: (2) George Radford Mayfield; (3) BA, Emory Coll.; MA, PhD, Vanderbilt U.; (5) ass't in Greek, Ger., 1904; instr. Greek, Latin, 1908; instr. Ger., Latin, 1909; instr. Ger., 1914; ass't prof. Ger., 1915; asso. prof. Ger., 1921; prof. Ger., 1927; (6) 1904; (7) prof. Ger., 1927; (8) active in alumni affairs; (9) occ.

VANDERBILT UNIVERSITY, NASHVILLE: (2) Edwin Mims*; (3) BA, MA, Vanderbilt U.; PhD, Cornell U.; (5) prof. Eng., 1912; (6) 1912; (7) prof. Eng., hd dept., 1912; (8) chmn division of humanities of college of arts and science; (9) occ.

VANDERBILT UNIVERSITY, NASHVILLE: (2) Herbert Charles Sanborn; (3) MA, Tufts Coll.; PhD, Munich; (5) asso. prof. phil., 1911; prof., 1922; (6) 1911; (7) prof. phil., 1922; (9) occ.

WALLACE UNIVERSITY SCHOOL, NASHVILLE: (2) Clarence B. Wallace¶; (3) AB, LLD, Hampden-Sydney Coll.; AM, U. Va.; (5) founded the school in 1886; prin. since founding, still in active charge; (6) 1886; (7) prin., 1886; (8) formerly pres. Southern Asso. of Colleges and Secondary Schools, of Mid-South Asso. of Private Schools, and of Southern Asso. of Private Schools; (9) cbw.

WARD-BELMONT SCHOOL, NASHVILLE: (2) Mary Venable Blythe; (4) Southern Methodist U.; U. Colo.; U. Southern Cal.; (5) supervisor mus. practice, mus. theory t., 1911-20; piano, theory t., 1920-31; mus. theory t., 1931—; (6) 1911; (7) mus. theory t., 1931; (9) jeb.

WARD-BELMONT SCHOOL, NASHVILLE: (2) Florence N. Boyer; (3) Oberlin Coll.; voice study in Italy, France, Germany; (5) voice t., 1913; (6) 1913; (7) voice t., 1913; (9) jeb.

WARD-BELMONT SCHOOL, NASHVILLE: (2) Martha Annette Cason; (3) AB, U. Chicago; AM, Columbia U.; (4) Columbia U.; U. Colo.; (5) Latin t., 1909; (6) 1909; (7) Latin t., 1909; (9) jeb.

* President of the Southern Association, 1901-02, and very active in the work of the Association during its formative years.—Editor.

¶ President of the Southern Association, 1906-07; also a member of the Executive Committee and of the Commission on Higher Education for a number of years. Dr. Wallace and two of his dormitory-mates at Virginia (Dr. J. M. Starke, of Montgomery, Alabama, and Dr. William H. Whiting, Jr., of Hampden-Sydney) claim a record of teaching 167 years.—Editor.

WARD-BELMONT SCHOOL, NASHVILLE: (2) CATHERINE E. MORRISON; (3) grad. Posse Norm. Sch. of Phys. Educ.; (4) Columbia U.; Chaliff Sch.; (5) phys. educ. t., 1910-31; dir. phys. educ., 1931—; (6) 1910; (7) dir. phys. educ.; (9) jeb.

WARD-BELMONT SCHOOL, NASHVILLE: (2) THEODORA C. SCRUGGS; (3) BA, Wellesley Coll.; MA, Vanderbilt U.; (4) U. Chicago; Cambridge U.; Peabody Coll.; Vanderbilt U.; (5) Eng., psy. t., 1913-25; Eng. t., 1925—; (6) 1913; (7) Eng. t., 1925; (9) jeb.

WARD-BELMONT SCHOOL, NASHVILLE: (2) AMELIE THRONE; (3) studied with Maurice Aronson, Joseph Lhevinne, Stojowski, Bauer; (5) piano t., 1912—; (6) 1912; (7) piano t., 1912; (9) jeb.

TEXAS

AGRIC. & MECH. COLL. OF TEXAS, COLLEGE STATION: (2) SHERMAN WEAVER BILSING; (3) BS, Otterbein U.; AB, AM, PhD, Ohio St. U.; (4) U. Cal.; Ohio St. U.; (5) instr. entomology, 1913-15; asso. prof. entomology, 1915; act. prof. entomology, 1915-18; prof., hd entomology dept., 1918; (6) 1913; (7) prof., hd entomology dept., 1918; (9) fcb.

AGRIC. & MECH. COLL. OF TEXAS, COLLEGE STATION: (2) FRANK CLEVELAND BOLTON; BS, Miss. St.; MS, Ohio St. U.; LLD, Austin Coll.; (4) U. Chicago; Cornell U.; U. Wis.; (5) hd dept. elec. engin., 1909-32; dean engin., 1922-32; act. dean coll., 1931-32; dean coll., 1932; vice pres., 1937; (6) 1909; (7) dean coll., vice pres., 1937; (8) directed military training activities of college during World War and rehabilitation program following war; (9) fcb.

AGRIC. & MECH. COLL. OF TEXAS, COLLEGE STATION: (2) DAVID BROOKS COFER; (3) AB, Centre Coll.; AM, U. Wis.; (4) U. Cal.; U. Chicago; U. Wis.; (5) instr. Eng., 1910-14; ass't prof. Eng., 1914-19; asso. prof. Eng., 1919-21; prof. Eng., 1922; (6) 1910; (7) prof. Eng., 1922; (9) fcb.

AGRIC. & MECH. COLL. OF TEXAS, COLLEGE STATION: (2) RICHARD WALTER DOWNARD; (4) Am. Corres. Sch.; A. & M. Coll. of Texas; (5) machinist, tool room kpr, 1916-17; ass't instr. mech. engin., 1917-20; instr. mech. engin., 1920; (6) 1913; (7) instr. mech. engin., 1920; (9) fcb.

AGRIC. & MECH. COLL. OF TEXAS, COLLEGE STATION: (2) RALPH CLARK DUNN; (3) DVM, Ohio St. U.; (4) U. Mich.; (5) instr. vet. sci., 1911-15; asso. prof. vet. med., surgery, 1915-19; chief lab. man, 1919-22; asso. prof. vet. med., surgery, 1922-30; prof. vet. med., surgery, 1930-37; prof., hd dept. vet. pathology, 1937; (6) 1911; (7) prof., hd dept. vet. pathology, 1937; (9) fcb.

AGRIC. & MECH. COLL. OF TEXAS, COLLEGE STATION: (2) Percy Glyndon Gunter; (3) AB, Elon Coll.; AM, U. N. C.; (4) U. Texas; (5) instr. Eng., 1911; ass't prof. Eng., 1917; asso. prof. Eng., 1922; (6) 1911; (7) asso. prof. Eng., 1922; (9) fcb.

AGRIC. & MECH. COLL. OF TEXAS, COLLEGE STATION: (2) Charles Cleveland Hedges; (3) BS, U. Ky.; AB, PhD, Cornell U.; (5) hd dept. chem., chem. engin., 1913; (6) 1912; (7) hd dept. chem., chem. engin., 1913; (9) fcb.

AGRIC. & MECH. COLL. OF TEXAS, COLLEGE STATION: (2) Frederick William Hensel; (3) BS, A. & M. Coll. of Texas; MS, Cornell U.; (4) Cornell U.; (5) instr. horti., 1913-15; ass't prof. horti., 1915-18; asso. prof. horti., 1918-25; prof. landscape art, 1925-27; hd landscape art dept., 1928; (6) 1913; (7) hd. landscape art dept., 1928; (9) fcb.

AGRIC. & MECH. COLL. OF TEXAS, COLLEGE STATION: (2) John Jefferson Richey; (3) BS, CE, U. Illinois; (5) asso. prof. civil engin., 1912; prof. civil engin., 1918; hd civil engin. dept., 1922; (6) 1912; (7) hd civil engin. dept., 1922; (9) fcb.

AGRIC. & MECH. COLL. OF TEXAS, COLLEGE STATION: (2) Thomas Otto Walton; (3) LLD, Baylor U.; (4) N. Texas St. Tchrs Coll.; (5) co. agt, 1908-11; dist. agt, 1911-16; dir. exten. ser., 1916-25; pres. coll., 1925—; (6) 1908; (7) pres., 1925; (8) former pres., vice pres., chmn executive com. of Asso. of Land-Grant Colleges and Universities; (9) fcb.

BAYLOR UNIVERSITY, WACO: (2) A. J. Armstrong; (3) AB, AM, LittD, Wabash Coll.; PhD, U. Penna.; LittD, Georgetown Coll.; (5) hd dept. Eng., 1912; (6) 1912; (7) hd dept. Eng., 1912; (8) establishment and maintenance of largest Browning collection in world; has brought to the campus as lecturers more than fifty eminent British and American poets; (9) aja.

BAYLOR UNIVERSITY, WACO: (2) Kate Griffith; (3) AB, AM, Baylor U.; PhB, U. Chicago; (4) U. Paris; L'Alliance Francaise; U. Dijon; Inst. of Touraine; (5) ass't prof. Fr., Ger., 1903-33; (6) 1903; (7) chmn corres. work, 1925; (9) kg.

BAYLOR UNIVERSITY, WACO: (2) J. W. Harrell; (3) PhB, AM, Baylor U.; AM, Brown U.; (4) U. Chicago; Columbia U.; Brown U.; (5) instr. in academy, 1907; instr., ass't prof., prof. math., hd dept.; (6) 1907; (7) prof. math., hd dept., 1930; (9) enj.

BAYLOR UNIVERSITY, WACO: (2) E. H. Sparkman; (3) AB, AM, Baylor U.; AM, U. Chicago; (5) Endowment collector, 5 yrs.; instr. mod. for. lang., 24 yrs.; ass't cashier, 2 yrs.; (6) 1911; (7) asso. prof. Sp., 1917; (8) organized and developed work of teacher placement; (9) ehs.

BAYLOR UNIVERSITY, WACO: (2) S. R. SPENCER; (3) AB, Baylor U.; PhD, U. Iowa; (4) U. Chicago; Yale U.; (5) instr. physics, chem., 1911-16; prof. physics, dean coll., 1916-25; prof. physics, hd dept., 1925—; (6) 1911; (7) prof. physics, 1916; (9) srs.

BAYLOR UNIVERSITY, WACO: (2) J. B. TIDWELL; (3) AB, DD, Howard Coll.; AM, Baylor U.; LLD, Union U.; (4) U. Chicago; (5) endowment sec'y, 1 yr.; hd Bible dept., 29 yrs.; (6) 1909; (7) 1910; (8) built strong Bible dept.; author several books on Bible study; (9) enj.

EL PASO H. S.: (2) HELEN OLDHAM; (3) AB, Baylor U.; (4) Baylor U.; (5) Eng. t., 30 yrs.; (6) 1909; (7) Eng. t., 1909; (9) ff.

EL PASO H. S.: (2) NELL TAYLOR; (4) U. Col.; N. Texas Agric. Coll.; N. Texas St. Norm.; U. South; (5) gra. s. t., 10 yrs.; math. t., records, h. s., 3 yrs.; prin., Bowie, ½ yr.; Rusk, 8½ yrs.; librarian, 1 yr.; study hall t., h. s., 5 yrs.; (6) 1908; (7) study hall t., h. s., 1933; (9) ff.

EL PASO H. S.: (2) NORA WARD; (3) PhB, Baylor U.; (4) U. Cal.; (5) gra. s. Eng. t., 11 yrs.; h. s. Eng. t., 16 yrs.; (6) 1907; (7) Eng. t., h. s., 1925; (9) ff.

HARDIN-SIMMONS U., ABILENE: (2) JOSEPH E. BURNAM; (3) AB, Simmons; AM, U. Texas; (4) U. Chicago; U. Texas; U. Colo., U. Iowa; (5) ass't, 1912-13; instr., 1913-19; prof. math., 1920-38; hd math. dept., 1924-38; (6) 1912; (7) hd math. dept., 1924; (9) jab.

HILLSBORO H. S.: (2) BEULAH KNOX; (3) AB, Baylor U.; (4) Texas St. U.; Baylor U.; (5) gra. t., 15 yrs.; h. s. math. t., 13 yrs.; (6) 1903; (7) math. t., 1917; (9) lwh.

HOUSTON, SAN JACINTO SR. H. S.: (2) MAUD E. BREWSTER; (3) BS, Sam Houston St. Tchrs Coll.; (4) U. Texas; (5) art, penmanship t., 15 yrs.; hist. t., 12 yrs.; (6) 1911; (7) hist. t., 1925; (9) meb.

HOUSTON, SAN JACINTO SR. H. S.: (2) GENEVIEVE JOHNSON; (4) U. Texas; (5) pri. t., 22 yrs.; dean stu., 24 yrs.; (6) 1891; (7) dean stu., 1914; (8) coördination of home and school; (9) thr.

HOUSTON, SAN JACINTO SR. H. S.: (2) STUART MACKAY; (3) Sul Ross St. Tchrs Coll.; (4) Colo. Coll.; St. Tchrs Coll.; (5) tchr, 25 yrs.; (6) 1913; (7) 1918; (9) sm.

HOUSTON, SAN JACINTO SR. H. S.: (2) SUSAN M. PATTILLO; (4) U. Texas; U. Chicago; Columbia U.; (5) elem. t., 1887-1900; h. s. t., 1900-18; librarian, 1918—; (6) 1887; (7) librarian, 1918; (9) smp.

HOUSTON, SAN JACINTO SR. H. S.: (2) T. H. ROGERS; (3) BS, BA, Nat'l Norm. U.; BS, Ohio U.; MEd, U. Texas; (4) U. Texas; (5) t. Sam Houston h. s., 1913-14; hd math. dept., South End jr. h. s., 1914-16; ass't

prin. Sam Houston h. s., 1916-18; prin., South End jr. h. s., 1918-25; prin. San Jacinto h. s., 1925—; (6) 1913; (7) prin., 1925; (9) thr.

HOUSTON, SAN JACINTO SR. H. S.: (2) Mamie Rothe; (3) BS, Rice Inst.; (4) Columbia U.; U. Colo.; Harvard U.; U. Chicago; Rice Inst.; (5) Eng. t., 15 yrs.; registrar, 12 yrs.; (6) 1909; (7) registrar, 1926; (8) organized department of registration and text book distribution in high school; (9) thr.

HOUSTON, SAN JACINTO SR. H. S.: (2) Winifred Thomas; (3) BS, U. Texas; AM, Columbia U.; (4) Columbia U.; (5) hd math. dept., 1915-38; elem. t.; math., hist., Eng., Ger. t.; (6) 1910; (7) hd math. dept., 1915; (9) wt.

HOUSTON, SAN JACINTO SR. H. S.: (2) Fannie W. Volck; (3) BA, Newcomb Coll.; (4) New York U.; (5) art t., 24 yrs.; (6) 1911; (7) 1914; (9) fwv.

INCARNATE WORD COLLEGE, SAN ANTONIO: (2) Sister M. Antoinette; (3) B. esL., Lycee de Nimes; AM, U. Oklahoma; (5) Fr. t., academy, 1905-07; instr. Fr., coll.; 1911-23; prof. Fr., 1923-25, 1930—; (6) 1905; (7) prof. Fr., 1923; (9) smc.

INCARNATE WORD COLLEGE, SAN ANTONIO: (2) Mother M. Bonaventure; (3) AB, Incarnate Word Coll.; (5) mem. bd dir., 1906—; chancellor, 1937—; (6) 1906; (7) bd dir., 1906; chancellor, 1937; (8) during her administration, the senior college was established; former sec'y general and superioress general of the Religious Congregation; (9) smc.

INCARNATE WORD COLLEGE, SAN ANTONIO: (2) Sister M. Columkille; (3) AB, AM, PhD, Catholic U.; (4) U. Minn.; Columbia U.; (5) t. in academy,1908-17; prof. Latin, coll., 1917-23; chmn dept. classical lang., 1923—; pres., 1923—; (6) 1908; (7) pres., 1923; (8) during her administration the college secured membership in the Southern Asso. of Colleges and Secondary Schools, Am. Asso. of Univ. Women, Nat'l Asso. of Schools of Music; new buildings erected and endowment fund increased; (9) smc.

INCARNATE WORD COLLEGE, SAN ANTONIO: (2) Sister M. Helena; (3) AB, Incarnate Word Coll.; AM, PhD, Catholic U.; (4) U. Texas; Oxford U.; (5) t. in academy, 1908-12; prof. hist., 1916-25; chmn dept. soc. sci., 1925—; (6) 1908; (7) chmn, dept. soc. sci., 1925; (9) smc.

INCARNATE WORD COLLEGE, SAN ANTONIO: (2) Sister M. Josephina; (5) t. in academy, 1905-06; prefect, 1912-18; treas. coll., 1919—; (6) 1905; (7) treas., 1919; (9) smc.

JEFFERSON H. S.: (2) Lena Rountree (Mrs.); (4) E. Texas St. Tchrs Coll.; (5) t., prin. jr. h. s.; (6) 1909; (9) gpp.

LONGVIEW: (2) H. L. Foster; (3) BS, S. W. Texas St. Tchrs Coll.; (4) Colo. St. Tchrs Coll.; U. Texas; (5) prin., 10 yrs.; supt., 15 yrs.; (6) 1913; (7) supt., 1923; (9) hlf.

NAVASOTA H. S.: (2) Hattie Matthews; (4) Peabody Coll.; Tulane U.; Sul Ross St. Tchrs Coll.; Sam Houston St. Tchrs Coll.; (5) 2nd gra. t., 2 yrs.; 1st gra. t., 42 yrs.; librarian, 2 yrs.; (6) 1892; (7) librarian, 1937; (9) jtf.

NAVASOTA H. S.: (2) Virginia Walthall; (3) AB, U. Texas; (4) U. Chicago; (5) instr. 8th gra., 1891-93; h. s. sci. t., 1893-1938; (6) 1891; (7) sci. t., 1893; (9) jtf.

NORTH TEXAS ST. TEACHERS COLLEGE, DENTON: (2) Wallace Newton Masters; (3) BS, BA, Nat'l Norm. U.; AM, Southern Methodist U.; (4) Southern Methodist U.; (5) prof. chem., physiology, 1910-11; prof. chem., dir. dept., 1911—; (6) 1910; (7) prof. chem., dir. dept., 1911; (8) co-author of textbooks; (9) pem.

NORTH TEXAS ST. TEACHERS COLLEGE, DENTON: (2) Cora Belle Wilson; (3) AB, U. Nashville; AM, Columbia U.; (5) hist., math. t., 1 yr.; ass't prof. hist., 25 yrs.; (6) 1912; (7) ass't prof. hist., 1913; (9) pem.

SAN ANGELO COLLEGE, H. S., SAN ANGELO: (2) Edmund Lee Nunnally; (3) BA, U. Texas; (4) U. Texas; U. Chicago; (5) instr. Latin, h. s., 1908-25; prin. h. s,, 1925-28; registrar, prof. Latin, act. dean coll., 1928—; (6) 1908; (7) registrar, prof. Latin, act. dean coll., 1928; (9) eln.

SAN ANGELO COLLEGE, P. S., SAN ANGELO: (2) Felix E. Smith; (3) MS, U. Texas; (4) U. Texas; (5) supt. schools; pres. coll.; (6) 1905; (7) pres., 1928; (8) during his superintendency, the school system grew from one building to a high school, junior high school, and six elementary schools, all well-equipped; pres. of college since organization; (9) eln.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) Harry Fishburne Estill; (3) grad. Sam Houston Norm. Inst.; LittD, Austin Coll.; (5) instr., 1883-84; sec'y faculty, 1883-91; vice pres., 1891-1908; pres., 1908-37; pres. emeritus, 1937—; (6) 1883; (7) pres. emeritus, 1937; (9) mr.

SAM HOUSTON STATE TEACHERS COLLEGE, HUNTSVILLE: (2) Claude B. Farrington; (3) grad. Sam Houston Norm. Inst.; BS, Vanderbilt U.; MA, Southwestern; (4) Southwestern; (5) instr., 1901-14; prof. chem., 1914—; (6) 1901; (7) prof. chem., 1914; (9) mr.

SAM HOUSTON ST. TEACHERS COLLEGE, HUNTSVILLE: (2) Cornelia McKinney; (3) BS, Sam Houston St. Tchrs Coll.; MA, Peabody Coll.; (4) Peabody Coll.; (5) instr., asso. prof. gymnastics, 1907-25; asso.

prof. hygiene, health educ., 1925—; (6) 1907; (7) asso. prof. hygiene, health educ., 1925; (9) mr.

SEYMOUR H. S.: (2) Mrs. W. A. Baker; (3) AB, U. Wyoming; (4) U. Texas; Colo. St. Tchrs Coll.; (5) 7th gra. t., 1907-11; hist. t., 1911-18; prin., 1919—; (7) prin., 1919; (9) jfk.

SHERMAN H. S.: (2) Mary Boyd; (3) AB, Austin Coll.; LI, Peabody Coll.; (4) Peabody Coll.; U. Chicago; U. Texas; U. Colo.; (5) gra. t., 5 yrs.; h. s. t., 32 yrs.; (6) 1901; (7) h. s. t., 1926; (9) bd.

SOUTHWEST TEXAS ST. TEACHERS COLLEGE, SAN MARCOS: (2) M. L. Arnold; (3) BA, MA, PhD, U. Texas; (4) U. Texas; (5) prof. hist., 1911; (6) 1911; (7) prof. hist., 1911; (9) ahn.

SOUTHWEST TEXAS ST. TEACHERS COLLEGE, SAN MARCOS: (2) H. A. Nelson; (3) BS, Iowa A. & M. Coll.; MS, Texas A. & M. Coll.; (4) Iowa A. & M. Coll.; Texas A. & M. Coll.; (5) prof. agric., 1909; (6) 1909; (7) prof. agric., 1909; (9) ahn.

SOUTHWEST TEXAS ST. TEACHERS COLLEGE, SAN MARCOS: (2) Gates Thomas; (3) BS, Austin Coll.; BLit, U. Texas; MA, U. Mo.; (4) U. Mo.; U. Texas; (5) prof. Eng., 1909; (6) 1909; (7) prof. Eng., 1909; (9) ahn.

SOUTHWEST TEXAS ST. TEACHERS COLLEGE, SAN MARCOS: (2) V. C. Vernon; (3) BS, U. Texas; MS, U. Chicago; (4) U. Chicago; U. Cal.; (5) prof. math., 1910; (6) 1910; (7) prof. math., 1910; (9) ahn.

SOUTHWEST TEXAS ST. TEACHERS COLLEGE, SAN MARCOS: (2) W. I. Woodson; (3) BS, MA, Peabody Coll.; (4) Peabody Coll.; (5) prof. educ., 1911; (6) 1911; (7) prof. educ., 1911; (9) ahn.

SOUTHWESTERN UNIVERSITY, GEORGETOWN: (2) Herbert Lee Gray; (3) BA, Emory Coll.; DD, Centenary Coll.; (4) Vanderbilt U.; U. Chicago; (5) hd dept. Bible, religion, 1910; (6) 1910; (7) hd dept. Bible, religion, 1910; (9) oau.

SOUTHWESTERN UNIVERSITY, GEORGETOWN: (2) Pearl A. Neas; (3) grad. Tyler Bus. Coll.; (4) Southwestern U.; Am. Conservatory of Mus.; (5) sec'y to pres., 1913-17; ass't registrar, 1917-24; registrar, 1924; dir. correspondence dept., 1932—; dir. publicity, 1934-38; exec. sec'y Ex-Students' Asso., 1936-38; (6) 1913; (7) registrar, 1924; (8) organizer Inst. of Texas Registrars; contributing editor, Texas Federation News; author: *Brief History of Southwestern University;* (9) oau.

TEXAS MILITARY INST., SAN ANTONIO: (2) J. W. Culver; (3) BSc, MSc, Ala. Poly. Inst.; (5) prof. math., sci.; prof. math., dean; athletic coach; (6) 1907; (7) 1926; (9) wwb.

TEXAS MILITARY INST., SAN ANTONIO: (2) B. H. Meyer; (3) MSc, U. Paris; (5) prof. Sp.; mod. lang.; Eng., Sp.; Eng., Fr.; (6) 1909; (7) 1926; (9) wwb.

UNIVERSITY OF TEXAS, AUSTIN: (2) Leo Theodore Bellmont; (3) LLB, U. Tenn.; (4) Chicago Tr. Sch.; (5) dir. phys. tr. for men, 1913-17, 1918-24; dean coll. phys. activities, 1924-25; prof., dir. phys. tr. for men, 1925-31; dir. phys. tr. for men, 1931—; (6) 1913; (7) dir. phys. tr for men, 1925; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) S. Leroy Brown; (3) BA, MA, Indiana U.; PhD, U. Cal.; (5) instr. physics, 1911-13; adj. prof., 1913-17; asso. prof., 1917-23; prof. physics, 1923—; (6) 1911; (7) prof. physics, 1923—; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Dana Brackenridge Castell; (3) BA, Allegheny Coll.; MA, Ohio Wesleyan U.; PhD, U. Penna.; (5) instr. zool., 1909-11; adj. prof., 1911-14; asso. prof., 1914-19; prof. zool., 1919—; (6) 1909; (7) prof. zool., 1919; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Evert Mordecai Clark; (3) BS, BA, Lebanon U.; BA, MA, PhD, Yale U.; (5) instr. Eng., 1911-17; adj. prof., 1917-25; asso. prof., 1925-33; prof. Eng., 1933—; (6) 1911; (7) prof. Eng., 1933; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Willard Richardson Cooke; (3) BA, MD, U. Texas; (5) instr. gynecology, 1913-22; asso. prof., 1923-24; prof. obstetrics, gynecology, 1924—; (6) 1913; (7) prof. obstetrics, gynecology, 1924; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Earl Robert Cornwell; (5) bookkeeper, 1909-14; ass't auditor, 1914-31; bursar, 1931—; (6) 1909; (7) bursar, 1931; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) LeNoir Dimmitt; (3) BA, U. Texas; (4) U. Ill. Lib. Sch.; (5) ass't library, 1911-17; exten. loan librarian, 1917-19; dir. Package Loan Lib. Bureau, div. exten., 1919—; (6) 1911; (7) dir. Package Loan Lib. Bureau, div. exten., 1919; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) William John Disch; (5) ass't outdoor athletics, 1911-17; ass't dir. phys. tr., 1917-24; baseball coach, 1924—; (6) 1911; (7) baseball coach, 1924; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Frederic Duncalf; (3) BA, Beloit Coll.; PhD, U. Wis.; (5) tutor Am. hist., 1909-11; instr. hist., 1911-14; prof. hist., 1914—; (6) 1909; (7) prof. hist., 1914; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) William Brigen Duncan; (3) BA, Grayson Coll.; (5) storekeeper in chem., 1908-10; curator in chem., 1910—; (6) 1908; (7) curator in chem., 1910; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Frederick Eby; (3) BA, LLD, McMaster U.; PhD, Clark U.; (5) instr. hist. of educ., 1909-10; adj. prof., 1910-11; asso. prof., 1911-13; prof. hist. of educ., 1913—; dir. summer session, 1919-31; (6) 1909; (7) prof. hist., phil. of educ., 1913; (8) author; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Hyman Joseph Ettlinger; (3) BA, Washington U.; AM, PhD, Harvard U.; (5) instr. applied math., 1913-17; adj. prof., 1917-20; adj. prof. pure math., 1920-23; asso. prof., 1923-27; prof., 1927—; act. dir. intercollegiate athletics, 1928-30; (6) 1913; (7) prof. pure math., 1927; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Clarence Truman Gray; (3) BA, Indiana U.; AM, PhD, U. Chicago; (5) tutor in art of teaching, 1911-12; instr., 1912-17; adj. prof., 1917-20; asso. prof. phil. of educ., 1920-25; prof., 1925-27; prof. educ. psy., 1927—; (6) 1911; (7) prof. educ. psy., 1927; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Milton Rietow Gutsch; (3) BA, MA, PhD, U. Wis.; (5) instr. medieval hist., 1912-17; adj. prof. hist., 1917-20; adj. prof. Eng. hist., 1920-23; dir. Texas War Records, 1918-21; asso. prof. Eng. hist., 1923-27; prof., 1927—; (6) 1912; (7) prof. Eng. hist., 1927; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Annie Campbell Hill; (3) BLit, U. Texas; (5) ass't in lib., 1910-15; supervisor loan dept., lib., 1915-18; bulletin clerk, 1918-20; ass't supervisor loans, lib., 1920-21; ass't reference librarian, 1921-23; reference librarian, 1923—; (6) 1910; (7) reference librarian, 1923; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Harry Obadiah Knight; (3) BA, Southwestern U.; MD, U. Texas; (4) U. Chicago; (5) demonstrator of pathology, 1909-11; demonstrator anatomy, 1911-12; adj. prof. anatomy, 1912-14; asso. prof. anatomy, 1914-23; prof. anatomy, 1923—; (6) 1909; (7) prof. anatomy; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Margaret Estill Kenney Kress (Mrs.); (3) BA, MA, U. Texas; (5) tutor in Sp., 1913-17; instr. Sp., 1917-33; instr. rom. lang., 1933—; (6) 1913; (7) instr. rom. lang., 1933; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Isaac McKinney Lewis; (3) BA, MA, PhD, U. Indiana; (5) instr. bot., 1909-12; adj. prof., 1912-14; asso. prof., 1914-18; prof. bot., 1919-26; prof. bot., bact., 1926—; (6) 1909; (7) prof. bot., bact., 1926; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Frederick McAllister; (3) BA, Albion Coll.; MA, Beloit Coll.; PhD, U. Wis.; (5) instr. bot., 1912-

14; adj. prof., 1914-19; asso. prof., 1919-25; prof. bot., 1925—; (6) 1912; (7) prof. bot., 1925; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Frank Burr Marsh; (3) BA, PhD, U. Mich.; (5) instr. anc. hist., 1910-16; adj. prof., 1916-23; asso. prof., 1923-26; prof. anc. hist., 1926—; (6) 1910; (7) prof. anc. hist., 1926; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Goldie Horton Porter (Mrs.); (3) BA, PhD, U. Texas; MA, Smith Coll.; (5) tutor in pure math., 1913-17; instr., 1917-26; ass't prof., 1926—; (6) 1913; (7) ass't prof. pure math., 1926; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Joseph Walter Ramsay; (3) BS in EE, Texas A. & M. Coll.; EE, U. Texas; (5) instr. elec. engin., 1911-17; adj. prof., 1921-27; asso. prof., 1927-38; prof. elec. engin., 1938—; (6) 1911; (7) prof. elec. engin., 1938; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Thad Weed Riker; (3) AB, AM, Princeton U.; BLitt, DLitt, Oxford U.; (5) instr. mod. European hist., 1910-14; adj. prof., 1914-18; asso. prof., 1918-23; prof. mod. European hist., 1923—; (6) 1910; (7) prof. mod. European hist., 1923; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Albert Olin Singleton; (3) BS, MD, U. Texas; (5) demonstrator of surgery, 1911-13; instr. surgery, lecturer, 1913-18; asso. prof. surgery, lecturer, 1918-23; asso. prof. surgery, 1923-25; prof. surgery, 1925—; (6) 1911; (7) prof. surgery, 1925; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) John Edward Stullken; (3) BA, U. Texas; MS, Central Wesleyan Coll.; (5) ass't chemist, bureau ec. geol., technology, 1912-13; chemist, 1913-24; chemist, indus. chem. exper. sta., 1924-30; chemist, bur. indus. chem., 1930—; (6) 1912; (7) chemist, bur. indus. chem., 1930; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) James Blanton Wharey; (3) AB, AM, LLD, Davidson Coll.; PhD, Johns Hopkins U.; (5) instr. Eng., 1912-13; adj. prof. Eng., 1913-19; asso. prof., 1919-24; prof. Eng., 1924—; (6) 1912; (7) prof. Eng., 1924; (9) flm.

UNIVERSITY OF TEXAS, AUSTIN: (2) Francis Luther Whitney; (3) BA, MA, PhD, Cornell U.; (5) instr. geol., paleontology, 1909-14; adj. prof., 1914-19; asso. prof., 1919-25; prof., 1925—; (6) 1909; (7) prof. geol., paleontology, 1925; (9) flm.

WEST TEXAS ST. TEACHERS COLLEGE, CANYON: (2) Joseph A. Hill; (3) BA, U. Texas; MA, U. Cal.; LLD, Hardin-Simmons U.; (4) U. Cal.; (5) prof. hist., 1910-18; pres., 1918—; (6) 1910; (7) pres., 1918; (9) das.

WEST TEXAS ST. TEACHERS COLLEGE, CANYON: (2) Mary E. Hudspeth; (3) AB, U. Nashville; MA, Peabody Coll.; (4) U. Chicago; Columbia U.; U. Cal.; U. Mexico; U. Madrid; (5) instr. lang., math., 1910-16; prof. Sp., 1916-25; prof. Sp., hd dept. for. lang., 1925—; dean of women, 1919-26; (6) 1910; (7) prof. Sp., hd dept. for. lang., 1925; (9) das.

WEST TEXAS ST. TEACHERS COLLEGE, CANYON: (2) Tennessee Malone; (3) BA, West Texas St. Tchrs Coll.; MA, Peabody Coll.; (4) U. Chicago; U. Cal.; (5) ass't prof. lib. economy; asso. prof. lib. economy, hd dept., 1930—; (6) 1911; (7) asso. prof. lib. economy, hd dept., 1930; (9) das.

WEST TEXAS ST. TEACHERS COLLEGE, CANYON: (2) Jennie C. Ritchie; (4) Sam Houston St. Tchrs Coll.; Newman Coll.; U. Chicago; U. Colo. U. Texas; (5) Eng. t., 1910-18; asso. prof. Eng., 1918-20; prof. Eng., 1920-22; prof. Eng., dean norm. sch., 1922-24; prof. Eng., dean demonstration sch., 1924—; (6) 1910; (7) asso. prof. Eng., dean h. s., 1924—; (9) das.

WEST TEXAS ST. TEACHERS COLLEGE, CANYON: (2) Travis Shaw; (5) sec'y, bus. mgr, 25 yrs.; (6) 1913; (7) sec'y, bus. mgr, 1913; (9) das.

WEST TEXAS ST. TEACHERS COLLEGE, CANYON: (2) D. A. Shirley; (3) BA, Texas Christian U.; MA, U. Mich.; (4) U. Mich.; (5) prof. physics, 1913-18; prof. physics, hd dept., 1918-23; asso. dean, 1918—; registrar, asso. dean, 1923—; (6) 1913; (7) registrar, asso. dean, 1923; (9) das.

WEST TEXAS ST. TEACHERS COLLEGE, CANYON: (2) R. A. Terrill; (4) N. Texas St. Tchrs Coll.; U. of the South; Stout Inst.; (5) sec'y, 1911-13; prof. indus. arts, hd dept., 1914—; (6) 1911; (7) prof. indus. arts, hd dept., 1914—; (9) das.

VIRGINIA

DANVILLE, GEORGE WASHINGTON H. S.: (2) Grace Bagley; (3) AB, Randolph-Macon Woman's Coll.; (4) U. Va.; U. Chicago; (5) math. t., 1908—; hd math. dept., 1918; (6) 1908; (7) hd math. dept., 1918; (9) fwg.

HAMPDEN-SYDNEY COLLEGE, HAMPDEN-SYDNEY: (2) James Henry Curry Winston; (3) AB, BS, Hampden-Sydney; PhD, Johns Hopkins U.; (5) prof. chem., geol., 1899; (6) 1899; (7) prof. chem., geol., 1899; (9) jdg.

HOLLINS COLLEGE, HOLLINS: (2) Adelaide Louise Campbell; (3) studied with Edna A. Hall, Edmund J. Meyer, Charles W. Coombs,

A. Y. Cornell, Elsa Kalisky, Richard Loewe; (5) prof. voice, 1913; (6) 1913; (7) prof. voice, 1913; (9) fk.

MADISON COLLEGE, HARRISONBURG: (2) ELIZABETH P. CLEVELAND; (3) AB, Hollins Coll.; U. Va.; (4) U. Va.; (5) hd Eng. dept., 13 yrs.; hd Fr. dept., 16 yrs.; (6) 1909; (7) hd Fr. dept., 1922; (9) spd.

MADISON COLLEGE, HARRISONBURG: (2) MARGARET HOFFMAN; (3) BA, Hood Coll.; MA, U. Penna.; (4) U. Penna.; (5) instr. Latin, 2 yrs.; instr. Latin, mus., 10 yrs.; instr. Latin, mus., Eng., 3 yrs.; instr. Eng., mus., 1 yr.; asso. prof. Eng., 11 yrs.; (6) 1911; (7) asso. prof. Eng., 1927; (9) spd.

MADISON COLLEGE, HARRISONBURG: (2) MARY L. SEEGER; (3) BS, AM, Columbia U.; (5) kindergarten dir. in tr. sch., instr. kindergarten educ., 11 yrs.; asso. prof. educ., 14 yrs.; (6) 1913; (7) asso. prof. educ., 1924; (9) spd.

MASSANUTTEN ACADEMY, WOODSTOCK: (2) HOWARD JOHNSTON BENCHOFF; (3) AB, PhD, Franklin & Marshall Coll.; AM, Columbia U.; (5) hd master, 1905; (6) 1905; (7) hd master, 1905; (8) pres. Headmasters' Asso. of Virginia, 1938; has developed school from $6,000 investment to $300,000; (9) hjb.

MARY BALDWIN COLLEGE, STAUNTON: (2) ABBIE MORRISON MCFARLAND; (3) AB, Mary Baldwin Seminary; (4) U. Colo.; Columbia U.; (5) math. t., 1911-17; librarian, 1919—; (6) 1911; (7) librarian, 1919; (9) mh.

RANDOLPH-MACON COLLEGE, ASHLAND: (2) FRANK LEIGHTON DAY; (3) AB, AM, Roanoke Coll.; BD, Vanderbilt U.; PhD, George Washington U.; (5) prof. phil., Bible, 1908-37; prof. emeritus, 1937; (6) 1908; (7) prof. emeritus, 1937; (8) outstanding contributions to athletic program in both time and money; athletic field called "Day Field" in his honor; (9) mjm.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) CLINTON MAURY KILBY; (3) AM, Randolph-Macon Coll.; PhD, Johns Hopkins U.; (5) prof. physics, astronomy, 1910—; (6) 1910; (7) prof. physics, astronomy, 1910; (9) acw.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) HERBERT C. LIPSCOMB; (3) AB, AM, Randolph-Macon Coll.; PhD, Johns Hopkins U.; (5) prof. Latin, 1909; ass't dean, 1931-33; (6) 1909; (7) prof. Latin, 1909; (9) acw.

RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG: (2) JAMES FREDERICK PEAKE; (3) AB, Randolph-Macon Coll.; AM, George

Washington U.; (5) act. prof. hist., 1911-12; asso. prof. hist., pol. sci., 1912-13; prof. pol. sci., 1913—; (6) 1911; (7) prof. pol. sci., 1913; (9) acw.

SALEM, ANDREW LEWIS H. S.: (2) ANNIE McCONKEY; (4) U. Va.; (5) math. t., 1908—; (6) 1908; (7) math. t., 1908; (9) ebb.

SOUTH NORFOLK H. S.: (2) RENA B. WRIGHT; (4) U. Va.; (5) prin., 22 yrs.; ass't prin., 16 yrs.; (6) 1900; (7) ass't prin., 1922; (9) rhp.

ST. CHRISTOPHER'S SCHOOL, RICHMOND: (2) CHURCHILL GIBSON CHAMBERLAYNE; (3) AB, U. Va.; AM, PhD, Halle-Wittenberg; LLD, Hampden-Sydney Coll.; BD, Theol. Seminary of Va.; (4) U. Va.; (5) headmaster, 1911—; (6) 1911; (7) headmaster, 1911; (8) founded the institution and with the help of others built it up to its present size and standing; (9) cgc.

STATE TEACHERS COLLEGE, FARMVILLE: (2) M. BOYD COYNER; (3) BS, Concordia Coll.; AM, U. Va.; (4) Columbia U.; (5) asso. prof.; (6) 1911; (7) prof. educ., 1928.

STATE TEACHERS COLLEGE, FARMVILLE: (2) JAMES M. GRAINGER; (3) AB, U. Cincinnati; AM, U. N. C.; (4) Columbia U.; (5) ass't prof.; (6) 1910; prof. Eng., hd dept., 1912.

STATE TEACHERS COLLEGE, FARMVILLE: (2) MARY CLAY HINER; (3) BS, MA, Peabody Coll.; (4) Peabody Coll.; U. Va.; Johns Hopkins U.; Columbia U.; U. Chicago; (5) asso. prof.; (6) 1905; (7) prof. Eng., 1928.

STATE TEACHERS COLLEGE, FARMVILLE: (2) MARY E. PECK; (3) BS, Farmville St. Tchrs Coll.; MS, U. Va.; (4) U. Va.; (5) supervisor of hist., campus tr. sch.; ass't prof. hist., soc. sci.; asso. prof. hist., soc. sci.; (6) 1910; (7) asso. prof. hist., soc. sci., 1928.

STATE TEACHERS COLLEGE, FARMVILLE: (2) CARRIE BROWN TALIAFERRO; (3) BS, AM, Columbia U.; (5) ass't in tr. sch.; ass't in math.; (6) 1900; (7) prof. math., 1928.

STATE TEACHERS COLLEGE, RADFORD: (2) WILLIAM E. GILBERT; (3) AB, Lynchburg Coll.; AM, U. Va.; (4) Cornell U.; (5) prof. hist., sociol., gov't, 1913; (6) 1913; (7) 1913; (8) major contribution in public relations; active in literary society work of the college and management of the Lyceum Program; (9) mm.

STATE TEACHERS COLLEGE, RADFORD: (2) M'LEDGE MOFFETT; (3) BS, MA, Harrisonburg St. Tchrs Coll.; PhD, Columbia U.; (4) Columbia U.; (5) hd dept. home ec., 1913; dean of women, 1920; (6) 1913; (7) dean of women, 1920; (8) author of a history of the college; (9) mm.

STATE TEACHERS COLLEGE, RADFORD: (2) LILLIAN L. SIMMONS; (3) BS, Peabody Coll.; AM, Columbia U.; (4) Peabody Coll.; Columbia U.; (5) art, indus. arts t.; (6) 1913; (7) art, indus. arts t., 1913; (9) mm.

STAUNTON MILITARY ACADEMY, STAUNTON: (2) L. L. SUTHERLAND; (3) AB, AM, U. Richmond; (5) instr. Latin, 1 yr.; hd sci. dept., instr. chem., 29 yrs.; (6) 1908; (7) instr. chem., 1909; (9) rww.

STAUNTON MILITARY ACADEMY, STAUNTON: (2) ROY W. WONSON;* (3) BS, The Citadel; (4) Columbia U.; (5) post adjutant, 3 yrs.; ass't headmaster, 7 yrs.; headmaster, 18 yrs.; (6) 1910; (7) headmaster, 1920; (8) member of Secondary Commission, member Special Reviewing Com. on Private Schools; assisted in founding and first president of Private School Asso. of the South; (9) rww.

STRATFORD COLLEGE, DANVILLE: (2) MABEL H. KENNEDY; (3) AB, Goucher; (4) U. Gottingen; U. Berlin; Yale U.; (5) instr. Eng., 29 yrs.; dean of women, 8 yrs.; (6) 1901; (7) dean of women, 1930; (9) aem.

SWEET BRIAR COLLEGE, SWEET BRIAR: (2) EUGENIE M. MORENUS; (3) AB, AM, Vassar Coll.; PhD, Columbia U.; (4) U. Chicago; U. Göttingen; Cambridge U.; (5) asso. prof. math., 1909-10; instr. math., Latin, 1910-16; asso. prof. math., 1916-18; prof. math., 1918—; exec. hd dept., 1918—; (6) 1909; (7) prof. math., 1918; (8) sec'y of faculty for many years; chmn com. on instruction for last ten years; (9) lb.

SWEET BRIAR COLLEGE, SWEET BRIAR: (2) HUGH S. WORTHINGTON; (3) AB, AM, U. Va.; (4) Ohio St. U.; (5) prof. mod. lang., 1910-14; prof. mod. lang., 1916—; exec. hd dept.; (6) 1910; (7) prof. mod. lang., 1916; (9) lb.

TRANSYLVANIA COLLEGE, LEXINGTON: (2) ERNEST WOODRUFF DELCAMP; (3) AB, AM, Transylvania Coll.; BD, Coll. of the Bible; PhD, U. Chicago; (4) U. Chicago; (5) instr. Latin, Greek, anc. hist., in academy, 1908-14; instr. Latin, Greek, coll., 1914-16; ass't prof., 1916-18; prof. Latin, 1918-25; prof. classical lang., 1925-34; Morrison prof. of Eng. lit., 1934; (6) 1908; (7) Morrison prof. Eng. lit., 1934; (8) developed musical organizations; bands, symphony orchestra, and cappella choir largely result of his work; (9) rhc.

U. OF RICHMOND, RICHMOND: (2) FANNY GRAVES CRENSHAW; (3) BA, Bryn Mawr Coll.; (4) Columbia U.; U. Richmond; (5) dir. phys. educ., 25 yrs.; (6) 1914; (7) dir. phys. educ., 1914; (9) fwb.

U. OF RICHMOND, RICHMOND: (2) HENRY BRANTLY HANDY; (3) BA, MA, Richmond Coll.; AM, Harvard U.; (4) Columbia U.; (5) asso.

* Member of the Commission on Secondary Schools of the Southern Association.—EDITOR.

prof. Eng., 4 yrs.; prof. Eng., 21 yrs.; (6) 1914; (7) prof. Eng., 1918; (9) fwb.

U. OF RICHMOND, RICHMOND: (2) MAY LANSFIELD KELLER; (3) BA, Goucher Coll.; PhD, Heidelberg; (5) dean of women, prof. Eng., 25 yrs.; (6) 1914; (7) dean of women, prof. Eng., 1914; (9) fwb.

U. OF RICHMOND, RICHMOND: (2) CULLEN PITT; (3) MA, Richmond Coll.; MD, Med. Coll. of Va.; (5) univ. physician, 25 yrs.; (6) 1914; (7) univ. physician, 1914; (9) fwb.

U. OF RICHMOND, RICHMOND: (2) BENJAMIN WEST TABB; (3) BA, Richmond Coll.; (5) treas., vice pres., sec'y bd of trustees, 28 yrs.; (6) 1911; (7) vice pres., treas., sec'y bd trustees; (9) fwb.

VIRGINIA MILITARY INST., LEXINGTON: (2) STEWART W. ANDERSON; (3) BS, EE, Va. Military Inst.; MS, U. Wis.; (4) U. Wis.; (5) ass't prof. physics, tactics, 1911-12; adj. prof. physics, 1914-16; adj. prof. physics, elec. engin., tactics, 1919; asso. prof. physics, 1920; asso. prof. elec. engin., 1921-23; prof. elec. engin., 1924—; (6) 1911; (7) prof. elec. engin., 1924; (8) chmn, com. on academic schedules; author *Notes on Electricity and Magnetism;* pres., Va. St. Bd. for Exam. and Certification of Architects, Professional Engineers, and Land Surveyors; (9) cek.

VIRGINIA MILITARY INST., LEXINGTON: (2) FRANCIS MALLORY; (3) CE, Va. Military Inst.; (4) Johns Hopkins U.; (5) ass't prof. math., 1891-93; adj. prof. physics, astronomy, 1897-98; prof., 1899-1903; prof. physics, elec. engin., 1904-20; prof. physics, 1921—; (6) 1891; (7) prof. physics, 1921; (8) chmn com. on courses of instruction and degrees; (9) cek.

VIRGINIA MILITARY INST., LEXINGTON: (2) B. DAVIS MAYO; (3) BS, Va. Military Inst.; (5) ass't prof. math., dr., tactics, 1910-16; adj. prof. math., 1917-19; asso. prof., 1920-24; prof. math., 1925—; (6) 1910; (7) prof. math., 1925; (8) chmn com. on academic records; dir. summer school; (9) cek.

WASHINGTON AND LEE UNIVERSITY, LEXINGTON: (2) GLOVER DUNN HANCOCK; (3) BA, William Jewell; MA, PhD, U. Wis.; (5) prof. ec., commerce; (6) 1910; (7) prof. ec., commerce, 1910; (8) dean sch. of commerce and administration since 1920; (9) fpg.

WOODBERRY FOREST SCHOOL, WOODBERRY FOREST: (2) R. W. D. TAYLOR; (3) BA, Fredericksburg Coll.; MA, U. Va.; (5) master, hd Latin dept., 17 yrs.; sr. master, hd Latin dept., 12 yrs.; (6) 1909; (7) sr. master, 1926; (9) rwdt.